

**“A STUDY OF ACADEMIC ACHIEVEMENT OF
SENIOR SECONDARY SCHOOL STUDENTS OF
LUCKNOW CITY WITH RESPECT TO THEIR
ANXIETY , LEARNING STYLES, AND SELF
CONCEPT”**

**A Thesis Submitted to
Babu Banarasi Das University
For the Degree of
Degree Of Doctor Of Philosophy
in
Education**

**by
RASHEE SAKSENA
Under the supervision of
Prof. (Dr.) Kanak Dwivedi**

**School of Education
Babu Banarsi Das University
Lucknow 226028 (U.P.) India**

June, 2022

Certificate of the Supervisor

This is to certify that the thesis, entitled “**A Study Of Academic Achievement Of Senior Secondary School Students of Lucknow City With Respect To Their Anxiety, Learning Styles And Self-Concept**” submitted by RASHEE SAKSENA for the award of Degree of Doctor Philosophy by Babu Banarasi Das University, Lucknow is a record of authentic work carried out by her under my supervision. To the best of my knowledge, the matter embodied in this thesis is the original work of the candidate and has not been submitted elsewhere for the award of any other degree or diploma.

Date:

Prof. (Dr.) Kanak Dwivedi

Department of Education

B.B.D University, Lucknow

Declaration by the Candidate

I, hereby, declare that the work presented in this thesis, entitled **“A Study Of Academic Achievement Of Senior Secondary School Students of Lucknow City With Respect To Their Anxiety, Learning Styles And Self-Concept”** in fulfillment of the requirements for the award of Degree of Doctor of Philosophy of Babu Banarasi Das University, Lucknow is an authentic record of my own research work carried out under the supervision of Prof. (Dr.) Kanak Dwivedi.

I also declare that the work embodied in the present thesis is my original work and has not been submitted by me for any other Degree or Diploma of any university or institution.

Date

RASHEE SAKSENA

ACKNOWLEDGEMENTS

A research work of this scope and duration touches many lives and demands contribution of skill, resources, service and good will from a wide circle of friends and well-wishers. I can never appropriately acknowledge all of the people and organizations who have contributed to this work. There are, however a number of people whose contributions must be acknowledged. Before I begin to thanks all those who have helped me during the course of my research work, I would like to express deepest sense of respect to Almighty God. It is due to God's grace only that I got the strength to complete the present study.

I would like to express my warmest gratitude to my supervisor, Prof. (Dr.) Kanak Dwivedi for her efficient, continuous and patient support during my PhD studies. Her enthusiasm, cooperative attitude and understanding nature can hardly be forgotten during completion of this tedious work. Her expertise and healthy criticism added considerably to my experience. It has been a great opportunity and pleasure to work under her supervision.

. I respectfully acknowledge the help accorded by Prof. (Dr.) Tanu Tandon, Head Of Department, School of Education, BBD University for her immense cooperation and support.

The completion of this thesis would not have been possible without the support of my family members who have significant contribution in bearing the upsets of my moods in my low time I am thankful to my husband Vaibhav Raj Srivastava for his valuable suggestions and guidance in the difficult situations. There are no such language and words in my command through which I can express my gratitude towards my In-laws Kumud Srivastava and Vinod Kumar Srivastava, who provided all possible facilities and help they could for completing this tedious work. I can never forget the moral support given by my father Dr. Rakesh Kumar. I am affectionately reminded of my children Vinayak Raj and Vidushi Raj for their immense cooperation and support.

I owe my special thanks to all the principals, teachers and students of Senior Secondary Schools who helped me in the collection of data. Their support was really acknowledged

RASHEE SAKSENA.

PREFACE

Education is critical in moulding one's personality to meet the requirements and expectations of society. The academic achievement of pupils is used to determine the success of an educational system. Academic achievement is regarded as a predictor of a student's future success. Adolescents are subjected to high academic expectations and demands from their parents and professors. Students in India take board exams at the senior secondary level since a good score is required for entrance to a selected university or degree. Limited seats for admission to institutions and certain courses create a fierce rivalry in which every student aspires to succeed. They are stressed and concerned as a result of their desire to improve their results. This competition turns into an endless cycle that overwhelms the students.

The varied ways in which pupils can be taught effectively are reflected in learning styles. Learners' academic success is influenced by their learning styles.

An effective and good learning style may assist students in overcoming the load of excessive worry by allowing them to better appraise themselves and choose the best path to attain good academic accomplishment in examinations. Aside from learning style, another aspect of a student's self-concept is equally critical to their academic success. Students must have a sense of self-awareness. To make the young generation conscious of themselves, parents, teachers, and society must work together. If pupils are self-assured and have a positive self-image, they will undoubtedly pass with flying colours and get excellent academic results, which could serve as a stepping stone to a successful life.

The current study was designed to look into the lives of students in senior secondary school. This research looked into how students' anxiety levels, as well as their learning styles and self-perceptions, influence academic achievement. The descriptive survey method was chosen in this study because surveys are capable of acquiring information from large samples of the population. The primary aim of this study was to find out the anxiety levels, learning styles and level of self-concept of senior secondary school students of Lucknow city and to find the relationship of anxiety, learning style and self-concept with academic achievement respectively.

The total sample selected for this sampling is 600 senior secondary students from 20 schools of Lucknow city.

High level of anxiety has been found in 38% male students; 40% male students of senior secondary government schools which is the highest in the group. Low level of anxiety has been found in- 40.33% female students;. Verbal learning style got the maximum mean score in- overall sample of students; government school students; private school students; male students; and female students. On the basis of mean break it has been found that 58.16% overall students; 65.33% male students: 61.33 female students; 58.33% government school students; and 62% private school students have high self-concept. Anxiety and Academic Achievement of senior secondary school male students are positively correlated this relation is strong and significant. Anxiety and Academic Achievement of senior secondary school female students are positively correlated but this relation is weak and not significant. There is strong positive relation between Academic Achievement and Learning Styles of senior secondary school students. There is strong positive and significant relation found between Academic Achievement and Self-Concept of private senior secondary school students.

The present study shows that good academic achievement can be ensured by making efforts towards changing attitude towards certain factors. In order to make students motivated to get good academic achievement their self-concept must be high. Good academic achievement is also dependent on learning styles of the students, that's why good learning styles must be developed in the students. Proper management of anxiety level can also contribute in attainment of good academic achievement. To improve the quality of education, teachers should be encouraged to innovate and do new things, this would also encourage students to be motivated to learn in a better way. To ensure good academic achievement of students, teachers should be given proper opportunity to organize activities that upgrade self-concept of students. Anxiety level of the students should be well managed. To obtain this status special workshops for the students be organized. Balanced anxiety level and high self-concept together can play a vital role in helping students to obtain good academic achievement.

Students all over the world are in pressure to perform better to attain high academic achievement at every level of education. Various studies have been conducted so far to identify the factors

that contribute in a positive or negative way in attainment of high academic achievement. This study is another effort to identify certain factors.

On the basis of the study it can be said that a student with balanced anxiety level, high self-concept and good learning styles can positively secure high academic achievement. This could help a student to become successful in his/her future life.

TABLE OF CONTENTS

	Page No.
Certificate of the supervisor	ii
Declaration	iii
Acknowledgement	iv
Preface	v-vii
Chapter I Introduction	1-33
1.1 Background of the study	1-2
1.2 Academic achievement	2-4
1.2.1 Factors affecting academic Achievement	4-6
1.3 Anxiety	6-7
1.3.1 Concept of anxiety	7
1.3.2 Meaning of Anxiety	7-9
1.3.3 Source of Anxiety	9-12
1.3.4 Co-relates of Anxiety	13-14
1.4 Learning	15
1.4.1 Learning Style	15-16
1.4.2 Basic Characteristic	17-18
1.4.3 Role of Learning Style in imparting education	18-19
1.4.4 Types of learning style	19-20
1.5 Self-Concept	21
1.5.1 Importance Of self-concepts	21
1.5.2 Characteristics of self-concept	22-24
1.5.3 Types of self-Concept	24
1.5.4 Relationship between Academic achievement and self-concept	24-25
1.6 Need & Justification of present Study	25-27
1.7 Statement of Aim	28
1.8 Operational Definition	28
1.8.1 Academic achievement	28
1.8.2 Anxiety	28
1.8.3 Learning Style	28
1.8.4 Self-Concept	28
1.8.5 Senior Secondary School students	28
1.9 Variables of the study	29
1.10 Objective of the Study	29-30

1.11	Hypothesis	30-33
1.12	Delimitation of the study	33
Chapter II	Review of related literature	34-71
2.1	Studies related to academic achievement and Anxiety	36-49
2.1.1	Overview	49-50
2.2	Studies related to academic achievement and Learning Style	51-61
2.2.1	Overview	61-62
2.3	Studies related to academic achievement and self concept	62-69
2.3.1	Overview	69-70
2.4	Justification of the study	70-71
Chapter III	Research Methodology	72-89
3.1	Research Design	72-73
3.2	Types of research in the present study	73
3.3	Method	73
3.4	Population	73
3.5	Sample	73-75
3.6	Size of the sample	75-76
3.7	Sampling Method	76-77
3.8	Variable involved in the study	77-78
3.8.1	Independent Variable	78
3.8.2	Dependent variable	78
3.9	Tools	79
3.10	Description of the tools	79
3.10.1	Sinha's Comprehensive Anxiety Test (SCAT) By A.P.K. Sinha & L.N.L Sinha	79-80
3.10.2	Scoring	80-81
3.10.3	Validity of the test	81
3.10.4	Norms	81-83
3.11	Karuna Shankar Mishra Learning Style	83
3.11.1	Scoring	83-84
3.11.2	Reliability	84
3.11.3	Validity	84
3.11.4	Norms	84-85
3.12	Children's self-concept scale by S.P.Ahluwalia & Harishankar Singh	85-87
3.12.1	Areas	85-86
3.13	Procedure of data collection	86-87
3.14	Method adopted for statistical data analysis	87

3.14.1 Mean	87-88
3.14.2 Standard Deviation	88
3.14.3 Correlation coefficient	88-89
Chapter IV Data analysis and results	90-128
Chapter V Finding Suggestion and educational implications	129-142
5.1 Finding of the study	129-135
5.2 Conclusion	135-137
5.3 Suggestions	137
5.3.1 Suggestion for the policy makers	137-138
5.3.2 Suggestion For the management of Schools	138
5.3.3 Suggestions for the administrator	138-139
5.3.4 Suggestions for the principal	139
5.3.5 Suggestions for the teachers	139-140
5.4 Suggestion For Further Research	140-141
5.5 Educational implications	142
Summary	142-161
References Appendices	
i. Anxiety Scale	i-viii
ii. Learning Style inventory	ix-xii
iii. Self-concept scale	xiii-xiv

LIST OF TABLES

Table No	Title	Page No.
3.1	list of government and private senior secondary schools of Lucknow	74
3.2	table showing distribution of the sample	74
3.3	showing percentile equivalents of test scores for boys	82
3.4	showing percentile equivalents of test scores for girls	82
3.5	showing norms for interpretation for level of learning styles	85
3.6	showing norms for interpretation for level of self concept (all ages)	86
4.1	showing percentage of anxiety of percentage level of the male senior secondary school students	91
4.2	showing percentage of anxiety of percentage level of the female senior secondary school students	92
4.3	showing percentage of anxiety of percentage level of the government male senior secondary school students	93
4.4	showing percentage of anxiety of percentage level of the government female senior secondary school students	94
4.5	showing percentage of anxiety of percentage level of the private male senior secondary school students	95
4.6	showing percentage of anxiety of percentage level of the private female senior secondary school students	97
4.7	showing the mean scores of learning styles of male senior secondary school students	98
4.8	showing the mean scores of learning styles of female senior secondary school students	98
4.9	showing the mean scores of learning styles of government senior	100

	secondary school students	
4.10	showing the mean scores of learning styles of private senior secondary school students	101
4.11	showing the percentage of self concept of male students senior secondary students	102
4.12	showing the percentage of self concept of female students senior secondary students	103
4.13	showing the percentage of self concept of government students senior secondary students	104
4.14	showing the percentage of self concept of private students senior secondary students	105
4.15	showing the relationship between academic achievement and anxiety level of male senior secondary school students	106
4.16	showing the relationship between academic achievement and anxiety level of female senior secondary school students	107
4.17	showing the relationship between academic achievement and anxiety level of government senior secondary school students	108
4.18	showing the relationship between academic achievement and anxiety level of private senior secondary school students	109
4.19	showing the relationship between academic achievement and enactive learning style of male senior secondary school students	111
4.20	showing the relationship between academic achievement and enactive learning style of female senior secondary school students	112
4.21	showing the relationship between academic achievement and enactive learning style of government senior secondary school students	113
4.22	showing the relationship between academic achievement and enactive	114

	learning style of private senior secondary school students	
4.23	showing the relationship between academic achievement and figural learning style of male senior secondary school students	115
4.24	showing the relationship between academic achievement and figural learning style of female senior secondary school students	116
4.25	showing the relationship between academic achievement and figural learning style of government senior secondary school students	117
4.26	showing the relationship between academic achievement and figural learning style of private senior secondary school students	118
4.27	showing the relationship between academic achievement and verbal learning style of male senior secondary school students	119
4.28	showing the relationship between academic achievement and verbal learning style of female senior secondary school students	121
4.29	showing the relationship between academic achievement and verbal learning style of government senior secondary school students	122
4.30	showing the relationship between academic achievement and verbal learning style of private senior secondary school students	123
4.31	showing the relationship between academic achievement and self-concept of male student of senior secondary schools	124
4.32	showing the relationship between academic achievement and self concept of female senior secondary school students	125
4.33	showing the relationship between academic achievement and self-concept of government senior secondary school	126
4.34	showing the relationship between academic achievement and self concept of private senior secondary school students	127

LIST OF FIGURES

Figure No.	Title	Page No.
1.1	-factors influencing academic achievement	1
1.2-	category of factors influencing academic achievement	1
1. 3-	symptoms of anxiety	9
1.4 -	four contributing areas to anxiety	10
1.5-	lifestyle issues contributing to anxiety	11
1.6-	information needs contributing to anxiety	12
1. 7-	studying styles	12
1. 8-	psychological factors	12
1. 9-	preferred ways of learning	16
1. 10-	characteristics of self-concept	22

LIST OF FIGURES

Figure No.	Title	Page No.
1.1	-factors influencing academic achievement	4
1.2-	category of factors influencing academic achievement	5
1. 3-	symptoms of anxiety	9
1.4 -	four contributing areas to anxiety	10
1.5-	lifestyle issues contributing to anxiety	10
1.6-	information needs contributing to anxiety	11
1. 7-	studying styles	11
1. 8-	psychological factors	12
1. 9-	preferred ways of learning	15
1. 10-	characteristics of self-concept	20

CHAPTER 1

INTRODUCTION

BACKGROUND OF THE STUDY

Every person of modern society is expected to be a life achiever in this global period. Almost everyone is rated based on their academic performance. Education is critical in moulding one's personality to meet the requirements and expectations of society. The academic achievement of pupils is used to determine the success of an educational system. Academic achievement is regarded as a predictor of a student's future success. It can be claimed that a good education guides each student to reach excellent academic success. an impact on academic attainment. Academic success is influenced by a variety of cognitive and noncognitive aspects of one's personality High academic accomplishment is regarded as a sign of a greater level of understanding in a given field. Many studies have been conducted to investigate the elements that influence student academic achievement. Personal, social, economic, and other environmental factors all have.

Achievement is a concept that refers to effectively accomplishing a task via hard work and the application of specific talents. The marks a student receives in an examination represent his or her gained knowledge and skills in a particular subject at the high school and college levels.

Academic achievement is used to evaluate a person's capabilities and potentialities. As a result, academic success is important not just in school but also in the learning process. Every student wants to get a good grade on an exam. When one is clear about one's objectives, it is much easier to concentrate on the things that will aid in accomplishing those objectives.

The first and most important step in reaching a goal is proper planning and goal setting. This allows a person to focus on organising resources and gaining specialised information in order to achieve his goal. Higher levels of intelligence and motivation, it

might be claimed, lead to higher levels of achievement. It's also critical to have complete faith in one's abilities to achieve one's goal. Commitment and hard work are also essential for achieving higher levels of success.

1.2 ACADEMIC ACHIEVEMENT

Achievements, according to Thorndike and Hagan, are performance-based, indicating that a learner has now gained the knowledge to accomplish a specific activity.

Achievement, according to C.V. Good, is "achievement" or "proficiency of performance in a given skill or set of information."

Achievement was defined by the Encyclopaedia of Education as "a successful completion or performance in a certain subject, area, or course, often via skill, hard work, and interest." It's usually offered in a variety of formats, including grades, marks, scores, and descriptive remarks.

After completing an assignment, a group or a person can obtain a certain level of achievement or a specific outcome. This task could be personal, social, or academic in nature. A learner's performance after completing an academic course is also referred to as achievement. Achievement refers to a student's overall performance in a classroom setting. Students might be classified as successful or unsuccessful based on their achievement results. This achievement could influence what path he takes in the future or which job options he pursues. The achievement is usually based on a teacher's assessment in the form of a test score in a learner's examination. This aids in determining a person's knowledge, comprehension, competency, and application aptitude in a certain subject or course. It also assists the student in identifying his talents, abilities, and competencies, which he can use to pursue job prospects.

Achievement is a term used when someone achieves a pre-determined objective that demands specific efforts, perseverance, and a high level of achievement in a certain field or in general. It is commonly assumed that the marks obtained in a college/school test or exam reflect the mastery of certain knowledge and skills in a given area.

Grades, marks, scores, and descriptive comments are examples of summaries of a learner's performance in a certain subject, area, or course, which he achieved via dedication, skill, attitude, and interest. A learner's excellence in a particular class, course, subject, or co-curricular activity is reflected in their academic accomplishment. In a nutshell, it denotes the complete fulfilment of all tasks allocated to achieve a specific academic goal.

Academic accomplishment is a very fascinating aspect of research for educational researchers. Academic accomplishment is an important part of Education, despite the fact that it serves a variety of purposes. Academic accomplishment is the primary focus of all educational institutions, however they also focus on other educational goals. As a result, those who are concerned about education are always drawn to academic performance.

Academic performance is the most important goal for every student in modern Indian society who is pursuing an education. This intellectual performance enables pupils to advance in their educational and career pursuits. Higher academic accomplishment is reliant on higher order cognitive abilities, as those with those abilities are more likely to pursue higher education. Higher-order cognitive faculties aid in gaining a successful job in the global economy. As a result, if one wishes to deal with society's complex difficulties, it is critical to collect, organise, and apply information in the right manner.

Stakeholders are expected to work together right away to strengthen and improve the quality of teaching and learning so that our students can reach higher levels of academic accomplishment.

Researchers have discovered that pupils with higher academic achievement have more success in the future in terms of profession and personal wealth. The habit of setting lofty goals forms the foundation for future achievement. Mastery in reading, writing, and other associated skills aids in the development of higher-order thinking skills, which are essential in higher-level subjects. This aids students in achieving success in higher grades. This achievement aids in obtaining and retaining a good job. As a result, you'll have a consistent income and attractive chances for promotion in the future.

As a result of the wide disparity in school quality, pupils in India have a wide range of abilities and knowledge. This disparity in quality has an impact on students' outcomes and results, which could slow our country's growth. As a result, it is almost unavoidable that the educational system be improved with relevant programmes and academic components. Educational disparities must be successfully addressed, which necessitates identifying the factors that promote or hinder pupils' academic achievement.

It is stated that a country's future is formed in its classrooms. The educational process revolves around the students. The educational process aims to bring out and encourage learners' natural behaviours. Teachers' ability to nurture an accountable, well-adjusted, and well-educated new generation who can take over the burden of creating a country from the generation retiring in the future is critical in this process. As a result, it is the joint responsibility of the government, society, teachers, and other stakeholders to ensure that the young generation receives a high-quality education so that their physical, mental, and emotional development can coexist with their intellectual development.

1.2.3 FACTORS AFFECTING ACADEMIC ACHIEVEMENT

Academic achievement is made up of a variety of qualities that are influenced by a variety of circumstances. Some of these factors may help students attain academic success, while others may hamper them. It is critical to foster those variables that help students achieve excellent academic accomplishment. Simultaneously, the circumstances that impede academic progress should be effectively managed.

Academic achievement is influenced by a variety of factors, including inheritance, family history, school experiences, interests, abilities, parents' socioeconomic status, and many others.

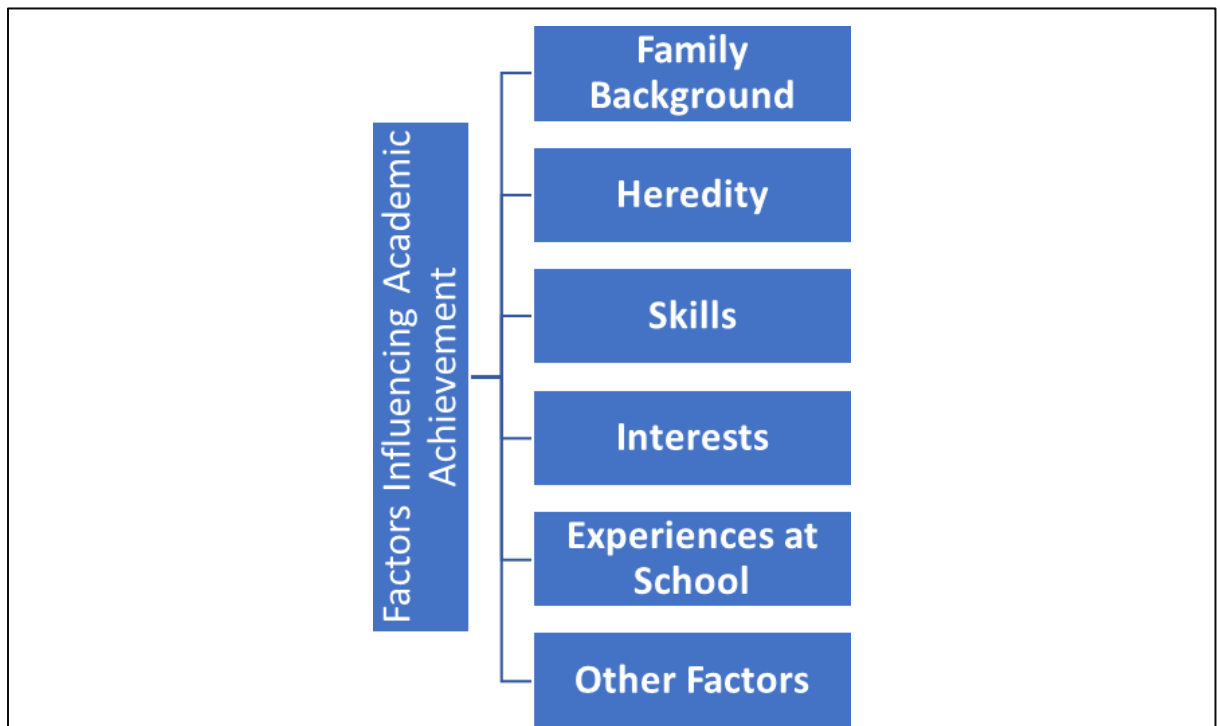


Figure -1

These factors can be categorised as

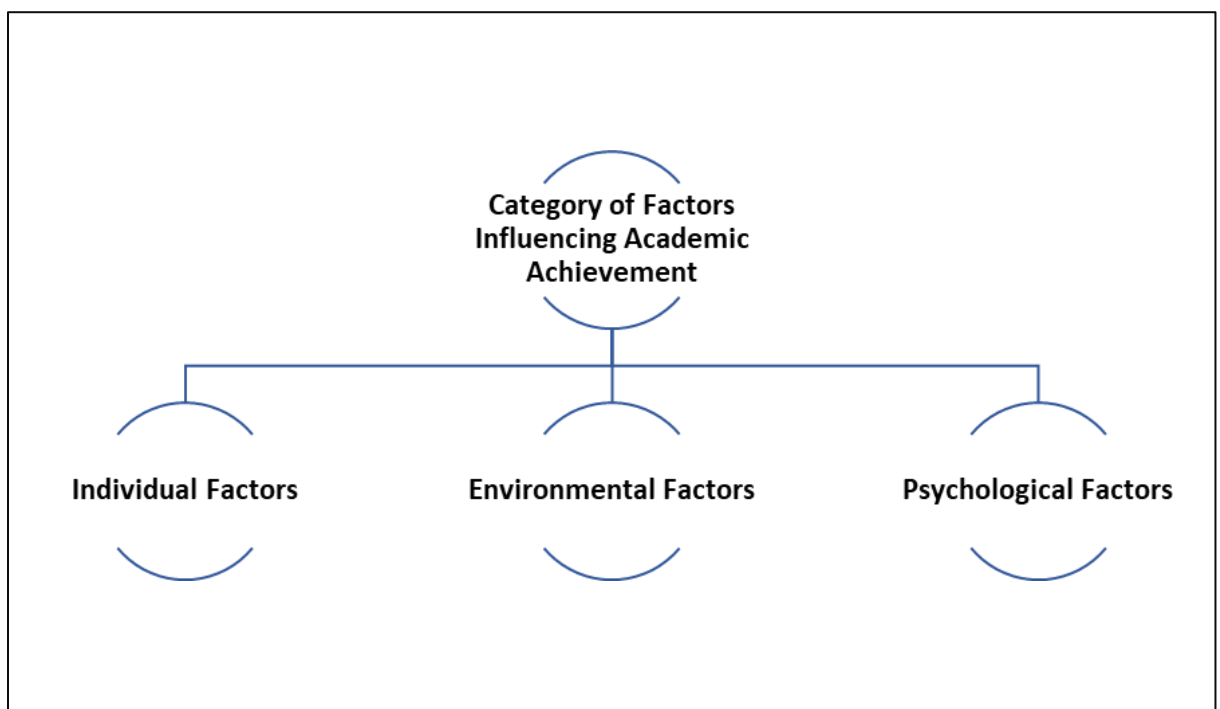


Figure -2

(i) Individual Factors: This category is used to group together aspects that are related to the individual. The following are some of the individual factors.

a) **Cognitive factors** Learning capacity, intelligence, creativity, cognitive styles, and so on are all cognitive characteristics. Intelligence is widely regarded to play a significant effect in a student's academic success. Students' learning abilities are based on a cognitive ability known as intelligence. Almost every curriculum-related test focuses on the pupils' intellectual level. Both academic achievement and intellect are two sides of the same coin. Every child is different and unique in terms of intelligence. The level of learning ability is determined by intelligence.

b) **Non-Cognitive** Non-cognitive elements include attitudes toward oneself and others, aspiration levels, personality, study habits, school impressions, self-esteem, motivation, and educational attitudes, among others.

(ii) Environmental factors: Environmental factors are factors that affect a person's environment. SES, evaluation system, family and societal characteristics, educational system, teaching methods and techniques, training method, teacher effectiveness, home environment, peer groups, school environment, and so on. Class size, co-educational schools, Girls/boys only schools, curriculum structure, sex composition in class and in school, kind of management, syllabus, admission policy, and so on are all elements in the school environment.

(iii) Psychological factors: self-concept, self-efficacy, interests, anxiety etc. are the part of psychological factors.

1.3 ANXIETY:

The root word "Angh" is an Indo-German word from which the word "Anxiety" was formed. The Greek and Latin meanings of this verb include to squeeze, to be sorrowful and overworked, to be in danger, and to strangle. According to the Oxford English Dictionary, "anxiety" is a state of disturbance and despair, as well as agitation about an uncertain event.

In a paper published in 1895, Sigmund Freud used the phrases 'Angosse' and 'Anxiety' as synonyms.

In psychiatry and psychology, the term "anxiety" is commonly used. Sigmund Freud coined the term 'angst,' which is thought to be a synonym for worry.

1.3.1 CONCEPT OF ANXIETY

Concern for a loved one or the desire to participate in a quiz, test, or other examination might cause genuine anxiety and terror. This leads to anxiety, which results in a lack of sleep or other symptoms. This anxiety also leads to a slew of emotional issues. Anxiety can be excessive at times, and it can also be caused by a stressful scenario, but it becomes a problem when it exceeds typical levels. One's regular life may be disrupted, and anxiety may worsen. Anxiety is an emotional condition that affects adolescents in particular. Always keep in mind that anxiousness should only be at a level that can act as a motivator, not at a level that would impair their performance.

It is a learned inclination for a person to see some situations as dangerous when they are not. Anxiety generates a situation in which a person, while being aware of the cause, remains in a state of fear and panic due to mental and psychological processes.

Anxiety reflects an individual's level of emotionality. 'The ego's effect on external threat is terror,' according to Freud. When the 'ego' is threatened by Id or the super ego, i.e. from within, it responds with worry. Students experience tension or worry when they have to appear for examinations. Almost every student experiences some level of anxiety when it comes to exams.

1.3.2 MEANING OF ANXIETY

Anxiety is the psychological and physical response to concern. Anxiety is characterised by feelings of nervousness, fear, and an uneasy sense of impending doom. Anxiety is a distressing condition that one cannot bear for long periods of time, and it eventually inspires one to seek to alleviate it. When the sympathetic division of the autonomic nervous system is stimulated by anxiety, it causes emotional alteration.

DEFINITION OF ANXIETY

Anxiety is defined by Webster's Dictionary (1913) as solicitude or concern for a future or undetermined event or something that alarms the mind and keeps it in a state of uncomfortable restlessness, unease, and disruption, with general indisposition and a stressful sense of being oppressed.

Anxiety is defined as –

- i. A sensation of unease and worry that may be reflected in physical symptoms such as palpitations, sweat, and a sense of stress.
- ii. Nervousness, unease, and, in many cases, dismay and impending doom that is accompanied by bodily symptoms such as motor-tension, autonomic hyperactivity, or hyper attentiveness.
- iii. An unsettling emotional state related with a perceived threat, emotions of helplessness, and prolonged stress in anticipation of the perceived threat.
- iv. Anxiety is a state of mind characterised by apprehension about a future situation.
- v. A sense of unease, haziness, and panic that occurs without any clear stimulation and is accompanied by physiological changes.
- vi. A general sense of dread or unease that is not directed at or focused on any particular point or event.
- vii. A delectable condition of terror that makes it difficult to carry out daily duties.
- viii. Mind apprehension, apprehensive concerns, or curiosity in a vague threat
- ix. Worry about the majority of things that make you feel uncomfortable and sad about the future; fright of the majority of things that make you feel nervous and sad about the future.

Anxiety is characterised by a feeling of unease, insecurity, and fear, as described above. Fear and anxiety are frequently used interchangeably, but there is a need to distinguish between the two. Fear is the reaction to immediate risks, whereas anxiety is the reaction to impending threats. The anticipation of a danger to one's self-esteem causes stimulation of the terror experience, which is known as anxiety. Those who experience anxiety consider themselves to be suffering from mental illnesses. When problems arise, a person may get extremely worried, which might lead to even more problems.

1.3.3 SOURCE OF ANXIETY

Anxiety is caused by conflicts, disharmonies, and inadequacies that cause tension and stress. Anger is sparked by dissatisfaction, but it can be subdued by societal norms, e.g., there may be a stirring of unrest among society's young men, despite the fact that they are expected to be well-behaved and courteous to others.

The chasm that results from the disconnect between reality and the preaching of instructors and parents at school and at home. Insecurity and anxiety are caused by the disparity in moral conditions and practices. Fear and worry are unavoidable components of life, as we all know.

The following mentioned symptoms of a person under stress and anxiety, have been identified by researchers:

Symptoms of Anxiety	Constant worrying
	Trembling and muscle tension
	Feeling tense and unable to relax
	Feeling tired
	Having trouble in staying focused
	Feeling irritable or grouchy
	Trouble falling or staying aslee
	Trouble falling or staying asleep
	Feeling nauseous or otherwise physically ill when worrying

Figure -3

Excessive thinking about something causes psychological tension, which if not addressed, can lead to worry. Finally, it causes irrational dread, specific phobias, and panic episodes.

Adolescents are subjected to high academic expectations and demands from their parents and professors. Students in India take board exams at the senior secondary level since a good score is required for entrance to a selected university or degree. Limited seats for admission to institutions and certain courses create a fierce rivalry in which every student aspires to succeed. They are stressed and concerned as a result of their desire to improve their results. This competition turns into an endless cycle that overwhelms the kids.

Four broad contributing areas to Anxiety are as follows:

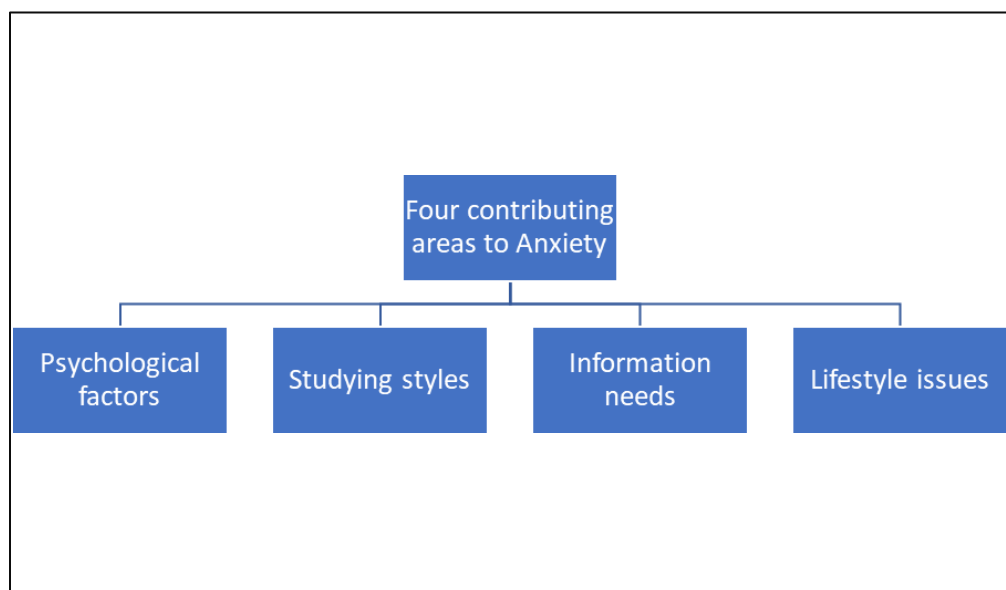


Figure -4

1. Lifestyle issues contributing to Anxiety are:

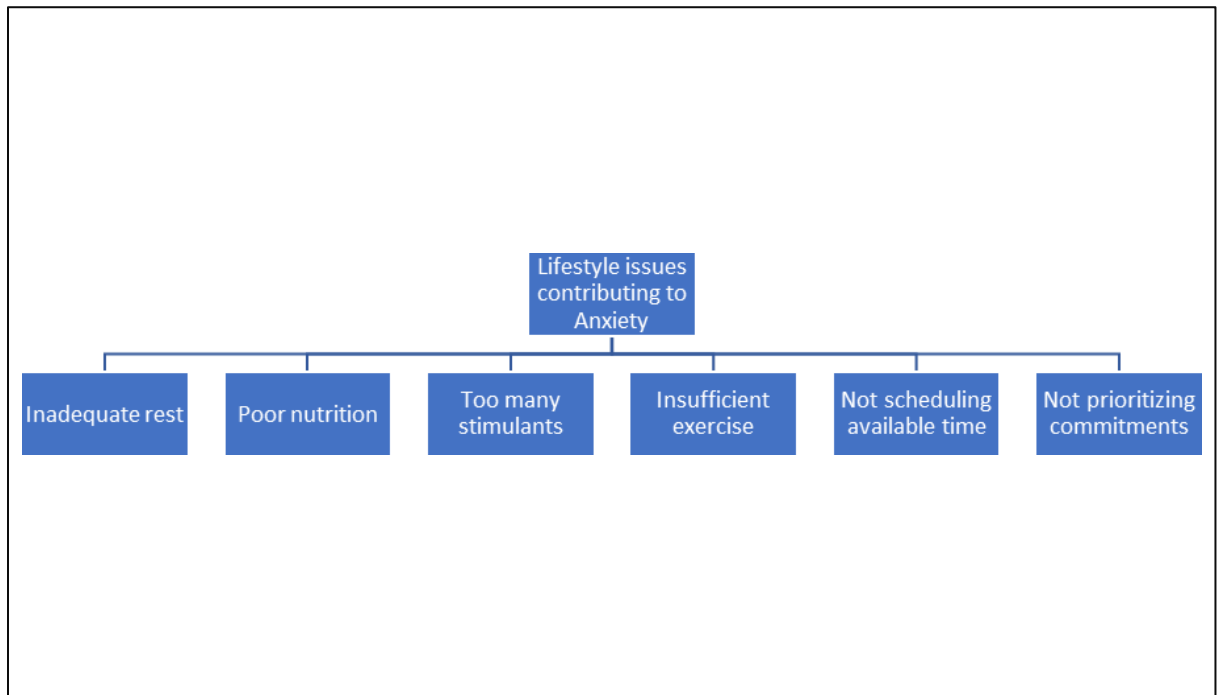


Figure -5

Information needs contributing to Anxiety are:

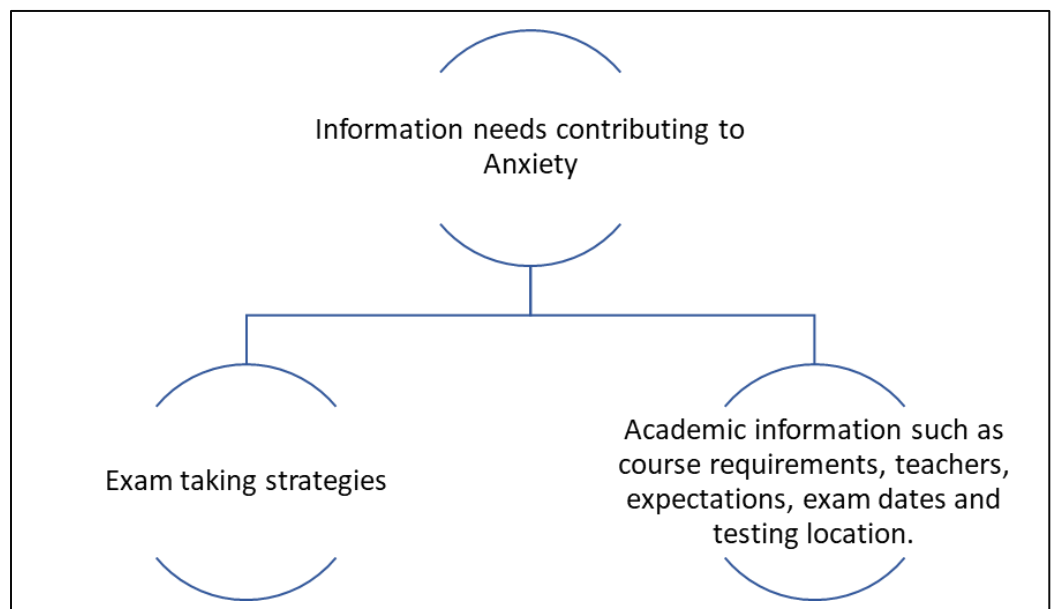


Figure -6

3. Studying styles are:

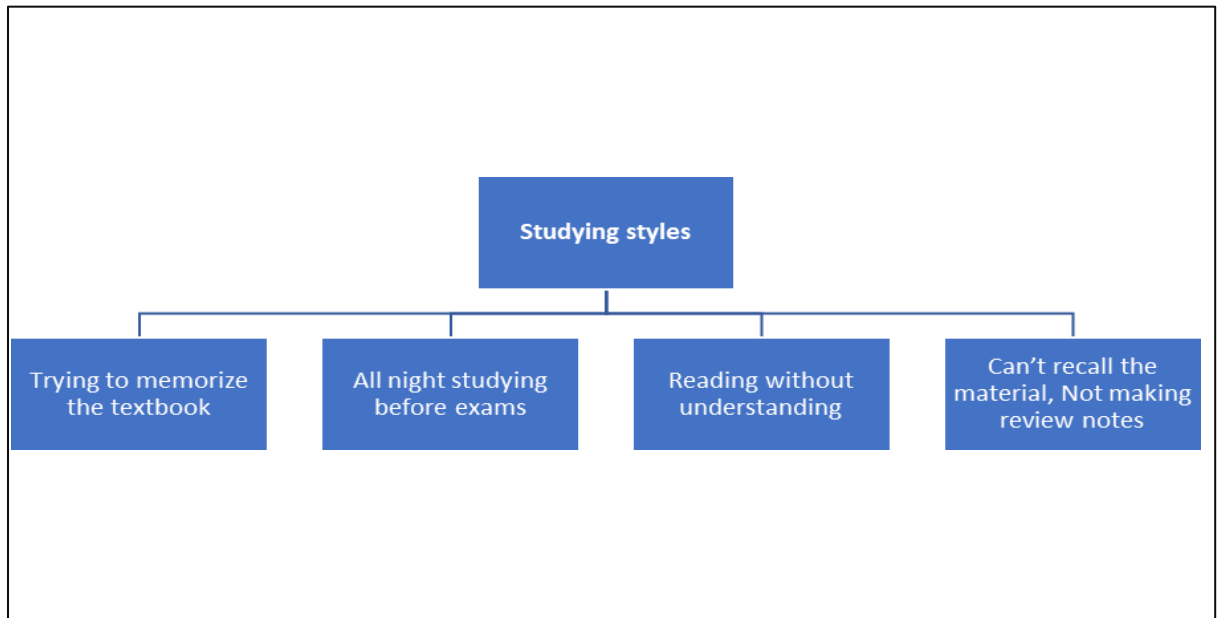


Figure -7 Psychological factors are:

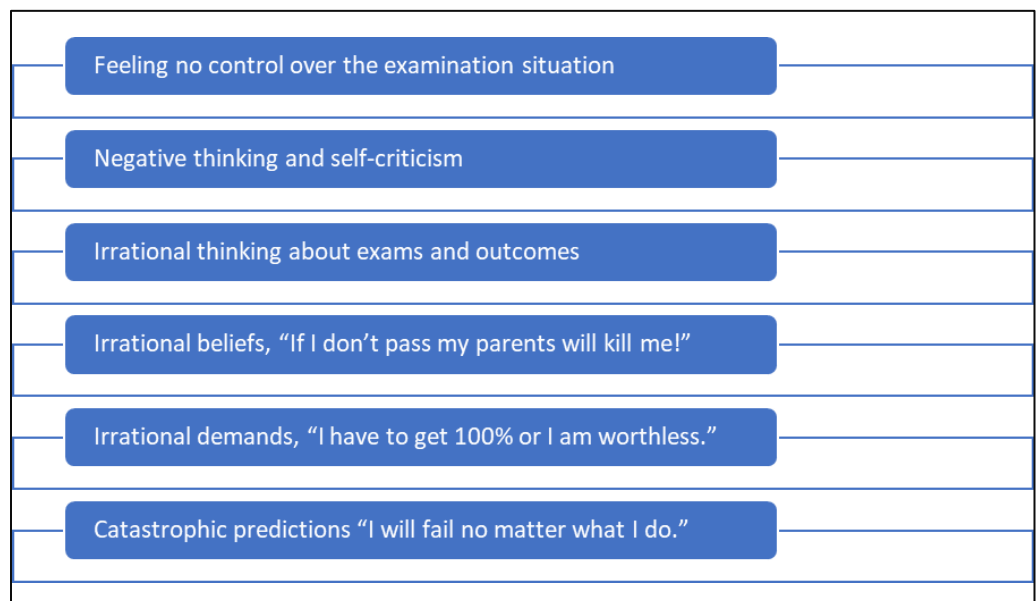


Figure -8

1.3.4 CORRELATES OF ANXIETY

There are three classifications of Anxiety

- i. Manifest anxiety**
- ii. Performance anxiety**
- iii. Test anxiety**

i. Manifest anxiety

Realistic anxiety, neurotic anxiety, and moral anxiety are all terms used to describe this condition.

Realistic anxiety occurs when a person feels anxious in the face of a real threat. It's a frequent human behaviour that puts his bodily and mental health at danger.

When the ego tries to control the Id urge, a person develops neurotic anxiety. It's such an overwhelming sensation that it causes anxiety of losing self-control, and it's at this point that Id is given full reign to satisfy its demands for aggressiveness or sex.

Moral uneasiness arises when superego ideals clash with acts, urges, or thoughts that contradict them. When people violate moral/internal standards, this keeps them safe.

ii. Performance Anxiety

It's also known as stage fright, and it's a nervous emotion experienced while doing any work. It is both beneficial and detrimental to performance. When a person is overwhelmed by anxiety, their performance suffers, but when anxiety is under control, their performance increases.

iii. Test Anxiety

It's a type of performance phobia. Anxiety over taking a test puts one under pressure to perform well. Anxiety during a test might produce a headache or stomachache, as well as an increase in heart rate and sweating.

1.4 LEARNING

Learning is the process of gaining new abilities, knowledge, values, and behaviours. Learning functions are influenced by a variety of brain learning processes. It is determined by the learner's mental ability, the type of knowledge to be learned, and other relevant criteria.

1.4.1 LEARNING STYLES

In the context of the cognitive, psychomotor, and emotional domains of learning, a person's learning style refers to how he processes new information. Using his preferred learning technique to obtain knowledge aids him in learning as effectively as possible.

When obtaining knowledge, a student employs a variety of approaches and preferences. This is referred to as his preferred method of information processing. Learning styles can be divided into two categories: cognitive and physical.

An individual acts and performs in a specific pattern based on how he acquires new knowledge and develops new skills. Learning styles are characterised in light of these patterns. These patterns aid in the retention of new abilities and/or knowledge.

DEFINING LEARNING STYLE

Learning style concept has been defined in the following ways:

- A method of learning in which the student uses his or her preferred method of thinking, processing information, and demonstrating learning.
- It is a method of acquiring skills by a learner.
- It is a type of mental behaviour that occurs when acquiring new information and exhibits a specific pattern and habit.
- Cognitive style is also characterised as a subset of the following:
- A method for solving problems or maintaining thought that is built on intellectual systems.

- A unique cognitive process that is unique to each individual.
- The way a learner approaches problem-solving and learning activities.

There could be a variety of favoured methods for learning and studying. Some of the ways that one preferred over the other are described in a diametrically opposed manner. Everyone will be able to understand it in this manner, and there will be no confusion.

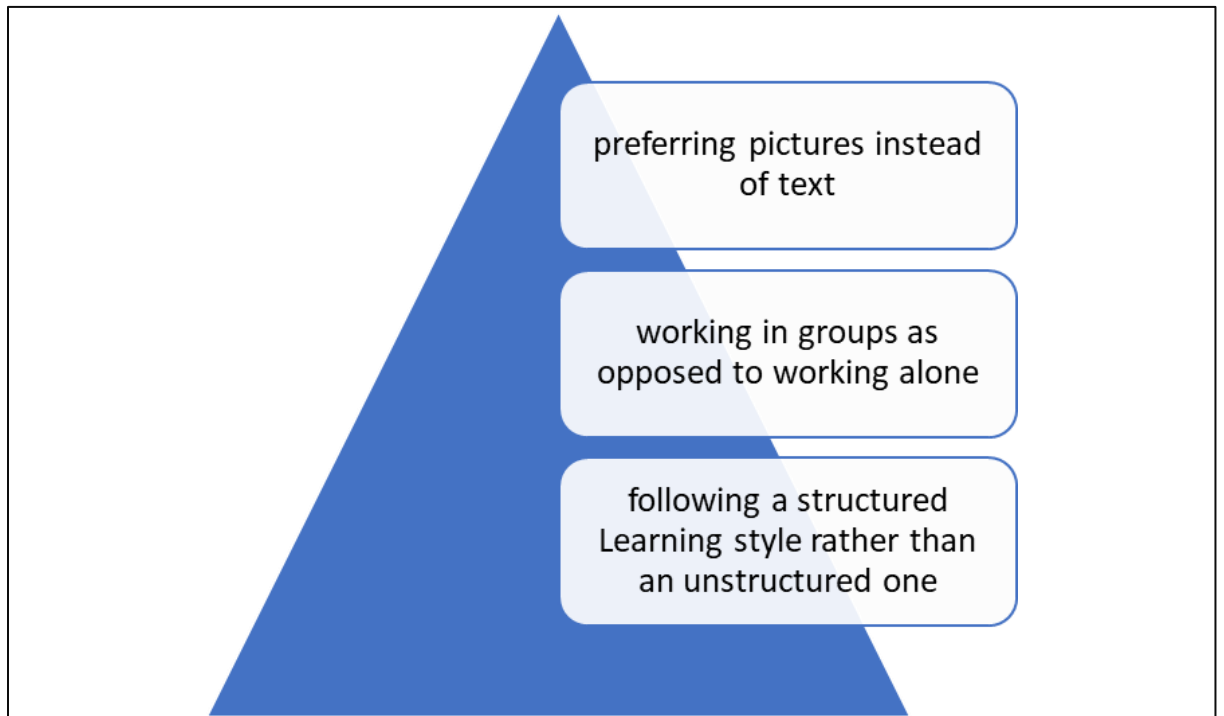


Figure -9

Each learner has a unique learning style, but a teacher expects the same degree of learning from pupils in the same group who are taught using the same approach. Every student has his or her own conceptual approach to learning, which is why each learner progresses at a different rate.

Learning style, according to Cornett (1978), is a pattern of behaviour that represents a regular pattern but with a wide variety of individual variances.

Learning style, according to Hunt (1979), can be defined as a specific educational condition in which a student apparently pursues knowledge. James., & Gardener (1995) defined Learning styles as the ways individual learners react to the overall learning environment.

1.4.2 BASIC CHARACTERISTIC OF LEARNING STYLE

Following are some identified basic characteristics of learning style

- Individuals' learning styles differ from one another. Every student has a favourite method of instruction.
- Because all learning styles are value-neutral in nature, none of them is better to the others.
- The learning style of a student is determined by the learning technique he employs.
- Students should be driven to apply their learning styles to every circumstance they encounter in order to make them efficient enough to handle a variety of situations.
- It is the teacher's obligation to provide required guidance to students in order for them to recognise their learning strengths and weaknesses and try to improve their academic performance.
- Taking information Select certain data for advanced processing.
- Problems must be solved, decisions must be made, and new meanings must be produced through the application of strategies relating to meanings, values, and abilities.

When it comes to learning different tasks associated with the learning process, the learner has a set preferred method. As indicated by the definitions above, this chosen method of learning is referred to as 'Learning Styles.'

- Learning styles refer to various methods or approaches to learning. It is quite unusual to find someone who can learn effectively in all three modes of learning.

- The following are examples of how kids grasp and process information:
- Some students have a proclivity for concentrating on numbers, statistics, and algorithms.
- With theories and mathematical models, some pupils feel at ease.
- Some people are more at ease with visual information, such as diagrams, photographs, and schematics.
- Styles, as defined by the definitions given above.
- Some people learn better through linguistic forms, such as spoken and written explanations.
- Some people prefer to study in an active and participatory manner.
- Some people operate alone and introspectively.

As a result, each student tries to adopt learning styles that are appropriate for his or her qualities and abilities. This allows students to learn more effectively and at their own time.

1.4.3 ROLE OF LEARNING STYLES IN IMPARTING EDUCATION

1. The following are some of the most essential functions that learning styles play in education:
2. Not only may teachers enhance their performance in class, but so can students' performance if they understand one another's learning styles.
3. Students can attain higher levels of performance if content is delivered in accordance with their learning styles. It can also help with self-esteem, a good attitude, and self-assurance.

4. Teachers can use a variety of teaching methods to accommodate different learning styles so that students get the most out of each classroom lesson.

1.4.4 TYPE OF LEARNING STYLES

FK.S. Mishra (2012) discusses educational conditions that make it easier for students to study. He has identified the learning types listed below and has created an inventory to assess them.

- a. **Enactive Reproduction:** It expresses a penchant for concrete, action-based experiences. The emphasis is on practise and imitation. It is geared toward reproduction.
- b. **Enactive Constructive:** It denotes a preference for enactive information-based conception of one's own experiences.
- c. **Figural Reproducing:** It describes a person's affinity for visual experiences such as drawing diagrams, charts, maps, and photography. The emphasis is on practise and imitation. It is geared toward reproduction.
- d. **Figural Constructive:** It refers to a person's preferred method of absorbing the events that lead to conceptualizations.
- e. **Verbal Reproducing:** It refers to written or spoken knowledge on a topic that is conveyed via words.
- f. **Verbal Constructive:** It denotes a preference for contemplative, accommodating, and abstract thinking about a topic in order to construct conceptualizations.

A brief description of Reproducing and constructive learning is as follows:

Reproducing Learning: Replacing what you've learned from experience is a powerful approach to learn. Through reading aloud, students memorise the content and duplicate it. Reproductive learning is chosen by some, even if it involves quiet writing and self- speaking or listening and chatting to others. On the mental platform, the required knowledge may be effective, and numbers linked to the material can be reinforced.

Constructive Learning: Comparative learning, i.e. An add-on learning skill involves assessing and organising knowledge through comparison. It can be expanded upon by adding new ideas, creating diagrams, and highlighting the differences and similarities between figures. In this strategy, self-effort is crucial because conforming and matching new experiences with previous ones are both effective ways to learn.

All of these learning styles have been grouped into three categories. Enactive reproducing and constructive learning are two aspects of the enactive learning style. Figural replication and figural building are covered by the Figural Learning style. Verbal reproduction and verbal constructive are both covered under the Verbal Learning style.

These three broad learning styles can be defined as below:

Enactive Learning: The body's senses are used to interact with the world in this strategy, which is based on knowledge learned through physical acts and performance.

Figural Learning: Visual learning is said to be the most efficient method of learning. Figure learning includes the use of diagrams, charts, illustrations, maps, and photographs, as well as the reproduction of information and imitation, as well as practise. The results of reproducing knowledge and comprehending one's experience in this manner are tremendously informative.

Verbal Learning: Verbal knowledge, whether written or spoken, in the form of words, thoughts, expressions, and so on, is a highly effective method of learning. It is the most comprehensive and successful method. When audio material is added to the mix, It is more effective because of the repetition of the presentation.

1.5 SELF-CONCEPT

In the development of personality, self-concept is crucial. In psychology, the term "self" refers to two things: a person's attitude and sentiments about himself, and the entire psychological process that regulates behaviour and self-adjustment. Patterson defines the view of the link between "I as the subject" and "me as an object" as the "self," "self-concept," and "self-structure." To put it another way, the diverse components of life, as well as the values linked with them, were structured into a strong unity.

The self-concept is to picture oneself as someone else, which he refers to as the looking-glass self (self-glass), as if we were looking through a glass window. Imagine how we gaze at others and catch a glimpse of ourselves in a mirror as part of the process. For instance, we may believe that our face is appealing or repulsive. We picture how people will rate our look in the second process, whether they will find us attractive, intellectual, or fascinating. By engaging in the appraisal and judgement of others in the third process, we experience a sense of pride or disappointment. If you feel good about yourself after the examination, you will later build a favourable self-concept. On the other hand, if people adversely assess us, and we judge ourselves too badly, we create a poor self-concept.

The self, according to Carl Rogers, is a phenomenological experience feature. One part of our world experience is phenomenological experience. The experience of ourselves, or self, is the one that comes up against our conscious experience.

1.5.1 Importance of Self-Concept

The self-concept plays a crucial part in influencing someone's behaviour in order to fully understand ourselves, resolve problems, and interpret the experiences we've had. As a result, someone's self-concept is required in order for them to use it as a life reference.

1.5.2 Characteristic of self- concept

Self- concept has following characteristics:



Figure -10

(i) Organized:

Individuals acquire and organise a large amount of data in order to construct a general image of themselves on which to base their perception.

(ii) Multifaceted:

Social acceptance, physical attractiveness, academic abilities, and other aspects of self-concept are included.

(iii) Multidimensional:

The facets of one's own self-concept are numerous. Self-esteem, self-worth, self-image, ideal self, identities or roles, social-personal qualities, and abilities are all different elements of self-concept, according to Elliot (1984).

(iv) Develops Systematically:

The various characteristics of the self-concept are organised in a developmental hierarchy. Self-development is divided into four stages: self-awareness (infancy), self-recognition (18 months), self-definition (3 years), and self-concept (3 years) (6-7 years).

(v) Stable:

Though an individual's self-concept may alter as a result of success, failure, or superiority, it does not change the person's primary self-concept.

(vi) Social:

The concept of self is social in nature. The social self is known as the 'looking glass self,' as previously stated. Our self-concept and self-esteem are shaped by our social experiences.

(vii) Temperamental:

The beliefs regarding the prevailing emotional states or the preponderance of a particular type of emotional reaction are part of an individual's self-concept.

(viii) Academic:

Individuals' perceptions of themselves in connection to school, teachers, and curricular and co-curricular activities are all included.

(ix) Moral:

It is an individual's assessment of his or her moral value that governs his or her behaviour in various situations.

(x) Intellectual:

The intellectual component of self-concept is concerned with people's awareness of their intelligence and problem-solving and judgement abilities.

(xi) **Unique:**

Because each person's opinion of himself or herself is different, each person has a distinct self-concept.

1.5.3 Types of Self-Concept

The Different Types of Self-Concepts Calhoun divides the development of self-concept into two categories: positive self-concept and negative self-concept.

1. Positive Self-concept:

Positive self-concepts demonstrate self-acceptance, and people with a positive self-concept are highly familiar with themselves. Positive self-esteem is both consistent and variable. Individuals with a positive self-concept may comprehend and accept the reality that there are numerous extremely significant variations of himself, allowing for a favourable assessment of himself and the ability to embrace what he was.

2. Negative Self-concept:

Calhoun negative self-concepts divide into two types, namely:

- a.** Individual perceptions of themselves are completely disordered, lacking in feelings, stability, and wholeness. People have no idea who he is, what his talents and limitations are, or what he values in his life.
- b.** The way he sees himself is far too stable and organised. This could happen when people are trained in a very strict manner, resulting in a self-image that forbids any deviation from a set of laws that he considers to be a legitimate way of living.

1.5.4 RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND SELF-CONCEPT

It is possible that a positive self-perception can lead to academic success. However, this self-concept must be realistic; otherwise, a distorted self-concept might stymie academic success and contribute to melancholy. To achieve something

worthwhile in life, students must have a positive self-concept. It's best to prevent having a negative self-perception. A true self-concept informs students of their strengths and shortcomings, allowing them to prepare themselves in the best possible way to reach their chosen goal of high academic accomplishment.

1.6 NEED AND JUSTIFICATION OF THE PRESENT STUDY

People living in one part of the world can go to another part of the world for education and work in a jiffy in this modern day when the world is turning into a global village. To accomplish so, he'll need a set of basic abilities and a particular level of academic achievement. A teacher measures, observes, and mentions a student's intellectual success in grade cards. Every student aspires to reach a high level of accomplishment on every exam, yet only a few students succeed, while others fail. This emphasises the fact that achieving high academic accomplishment is not a walk in the park for anyone.

Academic accomplishment, particularly at the senior secondary level, is more important since it determines whether a student will continue on to further education or follow a professional degree, which will determine his future job and economic growth.

Students must exert extra effort in order to satisfy the standards of high academic accomplishment, which adds to their academic load and may cause physical and emotional stress. As a result, pupils' anxiety levels rise, causing them to experience unnecessary troubles. Students struggle with concentration and attention in class, as well as the emergence of irrelevant thoughts about their studies and the outcome of their hard work. This puts them under a great deal of stress, and their performance may suffer as a result.

Education has a critical role in a person's growth and development. For the learners, learning should be enjoyable and comfortable. To attain desired success in life, efforts must be made to keep pupils comfortable with the required degree of anxiety, beginning with achieving strong academic achievement with correct guidance and support from teachers, parents, and society.

It is necessary to monitor and discover how a learner absorbs and processes new knowledge and abilities. In our world, every child is unique, and so is his learning style. Every student learns in his or her own way and at their own speed. Every student requires adequate space and time to gain information. High academic accomplishment is based on high-quality learning, and students' learning styles influence their learning. Every learning style is beneficial since one may be beneficial to some children while the other may be beneficial to a different group of pupils. Teachers should make an effort to understand a student's learning style and assist him in excelling in it in order to attain success in all aspects of life, including academics.

So, providing a favourable environment for students is critical for improved academic accomplishment, yet academic anxiety always seeks to contradict this circumstance. When students' academic anxiety is high, it affects their concentration and memory, both of which are necessary for academic achievement. Anxiety, according to Tobias (1979), is a significant factor in kids' learning and academic success. Anxiety hinders a young student's academic success. As a result of the psychologists' conclusions, researchers believe that there is a negative relationship between Academic Anxiety and Academic Achievement, which is due to intricate psychological situations that affect cognitive, behavioural, and psychological states. Anxiety disorders are a widespread mental health disease that affects all children in practically every aspect of their lives, particularly in school.

The purpose of education must shift from the transfer of huge chunks of knowledge to providing students with intellectual skills and resources that will enable them to participate in the process of obtaining existing knowledge and producing new knowledge.

The varied ways in which pupils can be taught effectively are reflected in learning styles. Learners' academic success is influenced by their learning styles. Researchers and educators must learn about each child's learning patterns and academic performance in order to determine if he or she is talented, retarded, or otherwise, and then teach them according to their needs. The student's learning style aids in the acquisition of valuable and desirable skills and knowledge. Learners that have a good and effective learning style have a better chance of succeeding in life.

An effective and good learning style may assist students in overcoming the load of excessive worry by allowing them to better appraise themselves and choose the best path to attain good academic accomplishment in examinations.

Aside from learning style, another aspect of a student's self-concept is equally critical to their academic success. Students must have a sense of self-awareness. To make the young generation conscious of themselves, parents, teachers, and society must work together. If pupils are self-assured and have a positive self-image, they will undoubtedly pass with flying colours and get excellent academic results, which could serve as a stepping stone to a successful life.

The need of the hour is for researchers to focus on finding the factors that help or impede pupils' academic progress.

Academic excellence in student life is the cornerstone of a good and prosperous future for students. These foundation stones must be extremely solid and serve as a stepping stone for the pupils' bright future.

As a result, parents, society, teachers, investigators, and concerned stakeholders are focusing on identifying, developing, and utilising the elements affecting academic attainment of the young generation for the improvement of the individual, society, country, and globe.

Education's goal is to develop all of a society's young people's skills so that they can become productive and contributing members of society. A child's growth and development may be influenced by a variety of variables. A variety of things have an impact on academic advancement. It is the researchers' job to come out and take on the task of discovering the factors that contribute positively to the academic accomplishment of the society's young generation.

A study is needed, according to the researcher, to see how diverse characteristics such as anxiety, learning styles, and self-concept affect students' academic progress. The current study was designed to look into the lives of students in senior secondary school. This research looked into how students' anxiety levels, as well as their learning styles and self-perceptions, influence academic accomplishment.

1.7 STATEMENT OF AIM

“A study of Academic Achievement of Senior Secondary School students of Lucknow city with respect to their Anxiety, Learning styles and Self-concept”

1.8 OPERATIONAL DEFINITIONS.

1.8.1 ACADEMIC ACHIEVEMENT

Academic achievement refers to learners success in formal education. Academic achievement in this study stands for the marks obtained in 10th board by the students studying in the 11th class.

1.8.2 ANXIETY

Anxiety here in this study stands for the manifested anxiety level of the 11th class students.

1.8.3 LEARNING STYLES

Learning style in this study refers to the learning styles of senior secondary school students in terms of three categories viz. enactive learning style, figural learning style and verbal learning style.

1.8.4 SELF-CONCEPT

Self-concept here in this research will be assessed based on six dimensions behaviour intellectual and school status, physical appearance and attributes, anxiety, popularity and happiness

1.8.5 Senior Secondary School Students

Students studying at senior secondary level (Class XI) in Lucknow city, have been the focus of the study.

1.9 VARIABLES OF THE STUDY

INDEPENDENT VARIABLE: -

In the present study the Independent Variables are :-

(1)- Anxiety

(2)- Learning Styles

(3)- Self Concept. DEPENDENT

VARIABLE:-

In the present study the dependent variable.

1 .Academic Achievement

1.10 OBJECTIVES OF THE STUDY.

1. To find out the level of anxiety among senior secondary school students in Lucknow City on the basis of
 - a. Gender and
 - b. Type of school
2. To find out the different learning styles (enactive, figural and verbal learning style) of senior secondary school students of Lucknow city on the basis of
 - a. Gender
 - b. Type of school
3. To find out the level of Self-Concept of Senior Secondary School students of Lucknow city on the basis of
 - a. Gender
 - b. Type of school
4. To find out the relationship between Academic Achievement and the level of anxiety of students of senior Secondary School students of Lucknow city on the basis of

- a. Gender
 - b. Type of school

- 5. To find out the relationship between Academic Achievement and different learning styles(enactive ,figural and verbal learning style) of students of senior Secondary School of Lucknow city on the basis of
 - a. Gender
 - b. Type of school

- 6. To find out the relationship between academic achievement and the level of self-concept of senior secondary school students of Lucknow city on the basis of
 - a. Gender
 - b. Type of school

1.11 HYPOTHESIS

- 1. There is high level of anxiety among students of senior secondary school of Lucknow city.
 - 1.1 There is a high level of anxiety among male students of senior secondary school of Lucknow city.
 - 1.2 There is a high level of anxiety among female senior secondary school students of Lucknow city.
 - 1.3 There is high level of anxiety among government senior secondary school students of Lucknow city.
 - 1.4 There is a high level of anxiety among private senior secondary school students of Lucknow city.

- 2. The Enactive learning style is high among the Senior Secondary School students of Lucknow city.
 - 2.1 The enactive learning style is high among the male Senior Secondary School students of Lucknow city.

- 2.2 The enactive learning style is high among the female Senior Secondary School students of Lucknow city.
 - 2.3 The enactive learning style is high among the government Senior Secondary School students of Lucknow city
 - 2.4 The enactive learning style is high among the private Senior Secondary School students of Lucknow city.
3. The self-concept of senior secondary school students of Lucknow city is high.
- 3.1 The self-concept of male senior secondary school students of Lucknow city is high.
 - 3.2 The self-concept of female senior secondary school students of Lucknow city is high.
 - 3.3 The self-concept of government senior secondary school students of Lucknow city is high.
 - 3.4 The self-concept of private senior secondary school students of Lucknow city is high.
- 4) There is no significant relation between academic achievement and level of anxiety of senior secondary school students.
- 4.1 There is no significant relation between academic achievement and level of anxiety among male senior secondary school students of Lucknow city.
 - 4.2 There is no significant relation between academic achievement and level of anxiety among female senior secondary school students of Lucknow city.
 - 4.3 There is no significant relation between academic achievement and level of anxiety among students of government senior secondary schools of Lucknow city.
 - 4.4 There is no significant relation between academic achievement and level of anxiety among students of private senior secondary schools of Lucknow city.
5. There is no significant relation between academic achievement and learning styles of senior secondary school students.

- 5.1 There is no significant relation between academic achievement and enactive learning style of male senior secondary school students of Lucknow city.
 - 5.2 There is no significant relation between academic achievement and enactive learning style of female senior secondary school students of Lucknow city.
 - 5.3 There is no significant relation between academic achievement and enactive learning style of government senior secondary school students of Lucknow city.
 - 5.4 There is no significant relation between academic achievement and enactive learning style of private senior secondary school students of Lucknow city.
 - 5.5 There is no significant relation between academic achievement and figural learning style of male senior secondary school students of Lucknow city.
 - 5.6 There is no significant relation between academic achievement and figural learning style of female senior secondary school students of Lucknow city.
 - 5.7 There is no significant relation between academic achievement and figural learning style of government senior secondary school students of Lucknow city.
 - 5.8 There is no significant relation between academic achievement and figural learning style of private senior secondary school students of Lucknow city.
 - 5.9 There is no significant relation between academic achievement and verbal learning style of male senior secondary school students of Lucknow city.
 - 5.10 There is no significant relation between academic achievement and verbal learning style of female senior secondary school students of Lucknow city.
 - 5.11 There is no significant relation between academic achievement and verbal learning style of government senior secondary school students of Lucknow city.
 - 5.12 There is no significant relation between academic achievement and verbal learning style of private senior secondary school students of Lucknow city.
- 6) There is no significant relation between academic achievement and self-concept of senior secondary school students

- 6.1 There is no significant relation between academic achievement and the self-concept of male senior secondary school students of Lucknow city
- 6.2 There is no significant relation between academic achievement and the self-concept of female senior secondary school students of Lucknow city
- 6.3 There is no significant relation between academic achievement and the self-concept of government senior secondary school students of Lucknow city
- 6.4 There is no significant relation between academic achievement and the self-concept of private senior secondary school students of Lucknow city.

1.12 DELIMITATIONS OF THE STUDY

1. The research has been delimited to Lucknow city only.
2. The study has been delimited to 600 senior secondary school students of Lucknow city.
3. The study has been delimited to 300 male and 300 female students of senior secondary schools of Lucknow city.
4. The study has been delimited to 10 government and 10 private senior secondary schools of Lucknow city.
5. Only those students have been selected who were studying in class XI in Lucknow city.
6. Only senior secondary schools of Lucknow city affiliated to CBSE board have been selected for the study.

Chapter II REVIEW OF LITERATURE

According to John W. Best, “practically all human knowledge can be found in books and libraries. Unlike other animals that must start afresh. With each generation, man builds up the accumulated and recorded knowledge of the past. This constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour”.

Why review related literature?

Every piece of current research needs to be in association with the work already completed to get an overall relevance, need and purpose. A literature survey is required to discover related research and to set the present research project within a conceptual and theoretical framework. Thus, reviewing the related literature becomes one of the most indispensable parts of the research. It acts as a link between studies already done and the proposed research work. It works as a lighthouse with reference to the quantum of work finished in that particular field and also enables the researcher to identify the gaps and drawbacks in the area of study concerned. It also avoids the repletion of research.

At times, if the proposed research has previously been conducted, then it provides the researcher an alternative to modify the previous work by adding some novel perspective, changing some of the methods or techniques of research, to make the research more authentic and valuable. The other research reports may also be helpful in making the hypothesis of the current research. It assists in the selection of tools, techniques or the tests to be administered. It also helps in knowing the dissimilarity in opinions, different findings and many diverse explanations given for their results and differences by different researchers.

An in-depth study of the related literature will make the investigator able to filter out the dark and useless repeated work already done. Therefore, in order to save time, energy and resources, it is essential to undertake a detailed study and review of the existing knowledge about the concerned subject.

Review of related literature serves as a guide to judge the work already done and label the gaps existing in the concerned area. A critical review of the related literature enables the researcher to go into deeper details and wider generalization of the problem so as to provide new ideas, explanations. The review assists in a greater understanding of the problem and its allied aspects and ensures that unnecessary and useless duplication is avoided.

Keeping in view all the importance, need and significance of literature review in mind, a comprehensive review is being done. The Preceding chapter deals with the importance of academic achievement for students in relation to three correlates i.e., anxiety, learning styles and school environment.

After having discussed factors mentioned in the introductory chapter it becomes pertinent to review the studies that have been conducted to understand academic achievement.

The academic achievement of the students in school depends on various factors such as the student's psychological factors, school's organizational features, teacher's professional ethics, school climate, so on and so forth. All these categories of the factors are related to each other, as reflecting interdependencies among various other social factors. The category of organizational factor is to focus on a particular factor that correlates with the level of a student's academic achievement. The correlation of the organization of school with academic performance can be partitioned into factors like size of the school, average size of the class, normative cohesion of teachers and teacher's sense of interference in school affairs. Continuous pressure of academic achievement, imposes serious threats for students' personal well-being. This might result in anxiety. When there is anxiety, it is the responsibility of the teacher to make the student anxiety free. Already an adolescent is dealing with many anxiety issues, academic achievement being one of them. certain anxieties are inevitable but the anxiety related with AA can be lessened by the teacher. Slowly, the students will learn to deal with stress. Behaviour of the teacher, Learning styles and the environment of the school helps the students to cope up with the stress. In view of this, it will be useful to find out the relationship between academic achievement of the school students in relation to their anxiety, learning styles and self concept.

So the studies conducted in India and abroad related to these three variables are resumed separately and presented under three different sections of the present chapter.

- Studies related to Academic Achievement and anxiety
- Studies related to Academic Achievement and learning styles
- Studies related to Academic Achievement and Self concept

2.1 STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND ANXIETY

1. **Mazzone, L. et al., (2007)**, studied the role of anxiety in school performance which can also be referred to as academic performance in a community sample of children and adolescents. The students who were examined were primary, middle, and high school students. The sample included students of elementary school – 131, aged 8 years to 10 years, middle school – 267, aged 11 years to 13 years, and high school- 80, aged 14 years to 16 years. Children were selected from four different public schools in a middle-class community in Catania, Italy. Multidimensional Anxiety Scale for Children (MASC) was used for this study. T-scores were calculated for the Multidimensional Anxiety Scale for Children (MASC) total scores, and considered to be in the anxious range of 65 or above. From the school records, current academic grades were obtained. Out of the 478 students, 35 (7.3% of the total sample) had a Multidimensional Anxiety Scale for Children (MASC) T-score in the anxious range. The percentage of children in the anxious range of anxiety were 2.3% at the elementary level, 7.9% at middle level, and 15.9% at high school level and was 14.1% of the total among students with insufficient grades, 9.4% of the total among those with sufficient grades, and 3.9% of the total among those with good or very good grades at 0.001 level of significance.

2. **Singh, S. & Thukral, P., (2009)**, this study is related to the role of anxiety in academic achievement. The sample of present study was 400 high school students studying in class Xth in 8 different schools of which 4 were located in urban areas and

4 rural areas affiliated to CBSE, New Delhi. Out of these 400 students, 200 were boys and 200 were girls. Sharma's general anxiety scale was used to measure the anxiety level of the students and the total score of the sample students in the board examinations was taken to show their level of achievement. The results prove that there exists a significant negative relationship between anxiety and achievement. Significant differences were observed at 0.05 level of significance between boys and girls, rural and urban students on the basis of their anxiety.

3. **Deb, S. et al., (2010)**, investigated to understand anxiety among high school students in India: Comparisons on the basis of gender, type of school, social strata and perceptions of quality time with parents. A group of 460 adolescents out of which 220 were boys and 240 were girls, of the age ranging between aged 13 years to 17 years. Were taken as sample in the study. Multi-stage sampling technique was used. The data was collected using a self-prepared semi-structured questionnaire and a standardized test, the state-trait anxiety inventory was administered. Results show that
 - i. High anxiety was prevalent with 20.1% of boys and 17.9% of girls.
 - ii. Boys were found to be more anxious than girls (at 0.01 level significance).
 - iii. The adolescents from Bengali medium schools were found to be more anxious than adolescents from English medium schools.
 - iv. Adolescents belonging to the middle socio-economic group suffered more anxiety than high and low socio-economic groups at 0.01 level of significance.
4. **Gupta, M. et al., (2011)**, conducted a research on the relationship between academic stress and academic achievement among the students of secondary schools of Meerut city. To measure the level of academic stress, academic stress inventory by Abharani Bist (1972) was administered. Sample was 200 students which were selected from different schools of Meerut city. Mean, S.D. & t- test were used for data analysis. Results indicated that the girls were comparatively more anxious than boys in their academic situation.
5. **M., Lama. Et al., (2011)**, the purpose of this study was to know the relation of depression and anxiety with academic achievement in university students. Thus there

were two variables- anxiety and depression. By applying simple random sampling, 200 students from different faculties in the university were selected.

- i. It was found that females are more anxious than males
- ii. Males were more depressed than females.
- iii. There was a positive relationship between achievement and anxiety.
- iv. There was a negative relationship between achievement and depression.

6. **Farooqi, Y. N. et al., (2012)**, present study focuses on gender differences as well as the anxiety level and academic performance of medical students. Simple random sampling method was used. A sample of 150 medical students of which 75 were males and 75 females was taken from the Services Institute of Medical Sciences (SIMS) within the age range of 17 years to 24 years. Sampling technique used was Purposive. Test Anxiety Inventory (TAI) made by Professor Emeritus Dr. Charles D. Spielberg (1980) was administered on the sample. The findings were;

- i. the female medical students had significantly higher test anxiety level as compared to the male medical students at .01 level of significance.
- ii. The male medical students achieved statistically higher GPAS as compared to the female medical students at .01 level of significance.
- iii. Significant negative relationship was found between test anxiety and academic performance of medical students at .01 level of significance.

7. **Mahato, B. & Jangir. S., (2012)**, conducted a research on academic anxiety among residential adolescent students of the aged 14 to 16 years of Minicoy government schools and private schools. Simple random sampling method was administered and 80 respondents were selected. The objective of the study was to measure the academic anxiety among students aged 14 to 16 years, to evaluate and compare the academic anxiety on the basis of gender and the relationship of school environment viz-a-viz the academic anxiety in the sample

8. **Matto, N.H. & Nabi, R., (2012)**, conducted a research on academic anxiety among adolescents of the age 14 years to 16 years. The sampling was done through random sampling technique and 80 participants were selected. The objective of the study was to measure the academic anxiety among students aged 14 to 16 years, to evaluate and compare the academic anxiety on the basis of gender and the relationship of school environment viz-a-viz the academic anxiety in the sample. Academic Anxiety Scale developed by Dr. A. K. Singh and Dr. A. Sen Gupta was administered to collect the data. The findings were;

- i. There was no significant difference in the anxiety scores between male and female respondents.
- ii. The type of school (government or private) was found to play a vital role as far as anxiety levels were concerned.
- iii. Majority of the respondents had high level of academic anxiety.

9. **Mokashi, M.V. et al., (2012)**, conducted a study on the gender differences on anxiety level and academic achievement among selected residential high school students. The sample of 330 residential students studying in VIII, IX and X class. For data collection, Purposive sampling technique was used. Cattell's Anxiety Scale was used to measure the anxiety level of the students. Marks obtained in the previous final examination conducted by the school authorities were considered for assessing academic achievement. Findings were:

- i. Residential children were high in their anxiety as well as in their academic achievement.
- ii. Boys had significantly higher anxiety level as compared to girls.
- iii. Girls were higher in academic achievement as compared to boys
- iv. There was no significant difference between boys and girls of VIII, IX and X standards on their level of anxiety.
- v. There was a significant difference between boys and girls in academic achievement.

10. **Nadeem, M., Ali, A., Maqbool, S. & Zaidi, S.U., (2012)**, conducted a study on the impact of anxiety on the academic achievement of students with different mental abilities at university level in Bahawalpur located in Southern Punjab of Pakistan.

Study was descriptive in nature. Survey method was adopted for study. The sample was of 200 students. For data collection, Stratified sampling technique was used. The students were divided on the basis of their gender. Otis self-administering test of mental ability questionnaire and anxiety measurement scale were administered. To see the impact of anxiety on the academic achievements of students, regression analysis was conducted. To study the relationship of anxiety and academic achievements of students, co-relation was applied. The findings are:

- i. there was a negative relationship between anxiety and academic achievement both in male and female students.
- ii. There was more impact of anxiety on female students viz. male students.

11. **Attri, A. K., (2013)**, conducted a survey to find out the level of academic anxiety and academic achievement of secondary school students. This study was based on gender differences. The sample constituted of 200 students of secondary school of Mandi district of Himachal Pradesh, India. Simple random sampling was used for data collection. Academic Anxiety Scale for Children (AASC) was administered to measure Anxiety among the students. T-test was administered for the analysis of data . The findings were:

- i. There was a significant difference in academic anxiety and academic achievement of secondary school students on the basis of gender.
- ii. Girls were more academically anxious and had better academic achievement as compared with boys.

12. **Roy, B. & Gosh, S., (2013)**, this study aimed to find out the effects of test anxiety on academic achievement among school students. The sample comprised of 100 students of which 50 were boys and 50 were girls of class XI. Simple random sampling was used. Students were selected from different schools of Ranchi city. Sarason's test anxiety scale for children was administered to test level of anxiety and marks obtained by the students in their X board examination was taken as the academic achievement score. They were classified into three groups viz. high, moderate and low anxiety according to their score obtained in the test anxiety scale. The findings revealed:

- i. There was a noticeable difference in academic achievement of the high, middle and low test anxiety group.
- ii. Boys showed a higher percentage in moderate level of test anxiety as compared to the girls who had higher level of test anxiety as compared to males.

13. **The Sridev(2013)** conducted a study to know the relationship between general anxiety, test anxiety and academic achievement of students of higher secondary schools. The findings stated that there exists a high positive correlation between general anxiety and test anxiety. There was low negative correlation between general anxiety and academic achievement.

14. **Aloka, P. J. O & Ndunge, N. F., (2014)**, the main objective of this study is to know the relationship between level of anxiety and academic achievement among students of secondary schools in Langata district, Kenya. The study was an ex-post facto research. The sample consisted of 180 students of secondary school among which 90 boys and 90 girls were selected. A personality anxiety self-examination quiz and an anxiety test examination were administered on the sample. Descriptive and inferential statistics were administered on the data. The results:

- i. High personality anxiety levels exists at 79%, where as the test anxiety indicated a relatively low normal anxiety level of 27%.
- ii. A correlation was seen between anxiety levels and academic achievement.
- iii. High anxiety levels had a negative impact on the academic results of the students.
- iv. Students experienced high anxiety which affect their ability to perform academically.
- v. Girls were found to suffer from high anxiety levels as compared to boys.

15. **Bihari, S., (2014)**, conducted a study to find out the academic anxiety of secondary school students of North East Delhi. The sample comprised of 114 secondary school students for which 4 government schools and two private schools

were selected by employing simple random method. Academic Anxiety Scale for Children (AASC) constructed and standardized by Dr. A.K.Singh & Dr. A. Sen Gupta (2013) was administered. The main objective of the study was to know the significant differences in the anxiety level of the students of secondary school on the basis of gender, types of school and habitat . Descriptive and inferential statistics were used. The findings:

- i. There was no significant difference between the overall mean scores of secondary school boys and girls and also students of rural and urban schools on their academic anxiety.
- ii. Significant difference was noted between the mean scores of government and private secondary school students on their academic anxiety.

16. **Das, S. K., (2014)**, conducted a study on academic anxiety and academic achievement on students of Secondary level school. A simple random sampling was conducted to select 237 of secondary level students studying in class VIII on which 128 were boys and 109 were girl. The findings revealed that

- i. girl students had more academic anxiety as compared to boys.
- ii. There was a significant negative correlation between academic anxiety and academic achievement.

17. **Khan ,S.A & Ahangar, I.A.,(2014)**, conducted a research to find the impact of anxiety on personality & academic achievement of adolescent students in Kashmir. The sample size was 300 (160 males and 140 females) adolescent students of Kashmir. Survey method was used. Sinha's comprehensive anxiety test by Dr. A.K.P & Dr. L.N.K Sinha & Dimensional personality inventory by Dr. Mahesh Bhargava were administered. Annual marks obtained by the students were used to assess academic achievement. Statistical techniques such as mean, S.D, and "t" test, were administered to interpret the data. The results indicated that anxiety had a significant impact on academic achievement of adolescent students of Kashmir.

18. **Shakir, M., (2014)**, conducted a study on the relation between academic anxiety and academic achievement. Through a purposive sampling technique, a sample of 352 of senior secondary school students was selected. Academic anxiety scale by

Singh and Gupta (2009) was administered to collect the data. For the analysis, mean S.D and t-test were used. Results:

- i. There was a significant difference in the academic achievement of high and low academic anxiety groups of Muslim senior secondary school students.
- ii. There was no significant difference in the academic achievement of high and low academic anxiety groups of non-Muslim students.
- iii. There was a significant difference in the academic achievements of high academic anxiety group of Muslim and non- Muslim students also, there is a significant difference in low and high academic anxiety group of Muslim and non-Muslim students.

19. **Shakir, M & Parvez, M.,(2014)**, the study was conducted to find out the academic achievement of adolescent students in relation to academic anxiety, gender, and choice of academic stream. Through a purposive sampling technique, a sample of 361 adolescent students was taken. A reliable and valid academic anxiety scale constructed by Singh & Gupta 34 (2009) was administered for data collection. For the analysis of the data, mean SD, Correlation and t-test were applied. Results revealed:

- i. There was a negative correlation between the academic achievement and the academic anxiety of adolescent students.
- ii. There was a significant difference between the academic achievement of high and low academic anxiety groups of adolescent students.
- iii. There was a significant difference between high and low academic anxiety groups of males.
- iv. There was a significant difference between high and low academic anxiety groups of females.
- v. There was a significant difference between high academic anxiety groups of male and female adolescent students.
- vi. There was a significant difference between low academic anxiety groups of male and female adolescent students.

- vii. There was a significant difference between the academic achievement of high and low academic anxiety groups of social science adolescent students.
- viii. There was no significant difference in the academic achievement of high and low academic anxiety groups of science adolescent students.
- ix. There was no significant difference between the academic achievement of high academic anxiety groups of science and social science adolescent students.
- x. There was no significant difference between the academic achievement of low academic anxiety groups of science and social science adolescent students.

20. **Siddiqui, M.A & Rehman, A.U., (2014)**, conducted an interactional study of academic anxiety in relation to socioeconomic status, gender and type of school among students of secondary school. The findings of the study revealed that

- i. low socioeconomic status school students and female students suffer more from academic anxiety.
- ii. Interactional effects do not have any significant difference on academic anxiety except on socio-economic status.

21. **Dutta, R. Gogoi, & K. P., (2015)**, this research has been conducted to find out the impact of educational anxiety on academic achievement of the secondary school students of Dhemaji district of Assam state. Through simple random sampling, 300 students (150 Girls and 150 Boys) of secondary schools were selected for the study. Self-constructed Educational Anxiety Scale was administered. The findings indicate that there was no significant difference between two student groups of male and female or urban and rural in respect to their educational anxiety on academic achievement.

22. **Sehnaz, B., (2015)**, this study was conducted to test anxiety of B.A. II semester students of Nalbari town and its relation with their academic achievement. Descriptive

survey method has been used. Incidental sampling has been administered. Test Anxiety Scale constructed Prof. V.P. Sharma was administered. The finding indicate that there was a positive correlation between test anxiety and academic achievement of students of B.A. II semester of Provincialised colleges of Nalbari Town.

23. **Sideeg, A., (2015)**, conducted a study on test anxiety in relation to particular psychological, social, and academic correlates among the students of medical sciences at Sudanese universities. The study focuses on the relationship between test anxiety, self-esteem and gender, and the effect of test anxiety on academic achievement of the medical students. Westside Test Anxiety Scale was administered. Major findings indicate:

- i. The test anxiety was significantly higher than the standardized value.
- ii. Test anxiety significantly correlates with students' academic achievement.
- iii. There was a negative correlation between the level of test anxiety and self-esteem.
- iv. There was a significant effect of gender difference and type of study on the levels of test anxiety.

24. **Manisha, (2016)**, the present study was conducted to know examination anxiety among adolescents. Survey method was used. The findings of the study indicate that

- i. There was a significant difference between adolescent boys and adolescent girls adolescents in relation to examination anxiety.
- ii. There was a significant difference between rural and urban adolescents in relation to their examination anxiety.
- iii. There was a significant difference between the adolescents studying in government and non-government schools in relation to examination anxiety.

25. **Suresh (2016)** conducted a study on anxiety level and academic achievement of class XI students of Thanjavur District. The main objective of this study was to find out

the anxiety level and academic achievement of class XI students. Through simple random sampling, a sample of 731 students studying in class XI of Thanjavur District, Tamil Nadu State was selected. The major findings were:

- . The anxiety level of class XI students was moderate
- i. Both anxiety and academic achievement are significant with gender, locality of school and medium of instruction.
- ii. There was high negative correlation between anxiety and academic achievement.

26. **Sharma and Pandey (2017), conducted** a study to find out the effect of anxiety, depression, and stress in relation to academic achievement among higher secondary school students. The main objective of the study was to find out the relationship among anxiety, stress, depression and academic achievements. Simple random Sampling technique was used. 120 students of class XI studying in government schools located in the rural area of Mahasamund district of Chhattisgarh state) were taken. Out of 120 students, 60 were boys and 60 were girls. Hierarchical multiple regression was used. The major findings were:

- i. There was a significant negative association between depression and anxiety in relation with academic achievement.
- ii. Stress and academic achievement have significant positive correlation.
- iii. Mental health condition of the students affected their academic achievement.

27. **Kumar and Singh (2017)** studied depression, anxiety and stress among higher secondary school students of Imphal, Manipur. The main objective of the study was to know the presence of depression, anxiety, and stress among students of higher secondary school of Imphal and to find out the relationship between depression, anxiety, and stress with gender, standard, and religion. The sample selected was 750 students of higher secondary school of Imphal. The major findings were:

- i. The prevalence of depression was 19.5%, anxiety 24.4%, and stress 21.1% among 750 respondents.
- ii. 81.6% of the sample students had at least one of the study disorders.

- iii. The prevalence of depression, anxiety, and stress were high among female students.
- iv. The prevalence of depression and stress were significantly higher among class XII students.

28. **Akeela, P., & Ashok, H.S. (2018).** The main objective of this study was to measure the level of academic stress among high school students of Government, and Private schools and to compare the degree of stress among the students on gender basis. Data was collected through a purposive sampling technique. The sample of 144 students each from Government, and Private school were taken from Bangalore city. The student's age range was between 13 years to 16 years, studying in class VIII, IX and X. tool used was the Academic stress scale developed by Rajendran and Kaliappan. The descriptive statistics was used and „t“ test was administered. The findings were:

- i. The type of school was a significant factor in determining the level of stress. Students of Government schools were suffering from more stress.
- ii. The study revealed that there was no gender difference in the experience of stress.

29. **Md Aman Azeem(2018)** Present study was planned to find out the relationship between academic anxiety and academic achievement with respect to gender and religion. Through purposive sampling, a sample of 340 secondary school students from different schools of Aligarh were taken for the research. A standardised tool was administered to know the anxiety scores and marks / grades obtained by the students in their previous classes. These grades / marks were converted into percentages. Findings of this study :

- . There was no significant difference in the academic anxiety and academic achievement of male and female students.
- i. There was no significant difference in the academic anxiety and academic achievement of Muslim and non-Muslim students.

- ii. There was a significant and negative relationship between academic anxiety and academic achievement.
- iii. A moderate level of anxiety was required to excel in academics, but if the level of anxiety crosses the upper limit, academic achievement decreases significantly.

30. **Suman Bala and Sunita Sharma (2019)** this study investigates the impact of academic anxiety on academic achievement of senior secondary school students in relation to their gender. On the basis of a random sampling method, a sample of 600 senior secondary school students was considered. To find out the level of Anxiety, Singh and. Sen Gupta's Comprehensive test was administered. Academic achievement scores were taken from the previous class marks. Mean, Standard Deviation and „t“ test were administered to analyse the data. The findings of the study:

- i. Female students were found to have scored more in academic achievement as compared to male students;
- ii. There is no significant difference in academic anxiety of male and female students;
- iii. Senior secondary school students having low and high academic anxiety differ significantly on academic achievement.
- iv. The students having low academic anxiety had more academic achievement as compared to senior secondary school students having high academic anxiety.

31. **Munni Kumari (2019)** investigated a study on the relationship of Academic Achievement of senior secondary school students in relation to anxiety and the school environment of District Faridabad, Haryana. Through simple random technique, 100 secondary school students from two private schools were drawn. Descriptive and inferential statistics were used. The findings revealed :

- i. There was a significant and positive relationship between academic achievement and anxiety of senior secondary school students
- ii. There was a significant and positive relationship between academic achievement and school environment of senior secondary school students.

32. **Sonal Sharma &Dr. Mohd. Shakir (2019)** this study focused to find out the difference in academic anxiety of senior secondary school students in relation to location of the school viz. rural and urban area and type of school (government owned and private owned). Simple random technique was used. A sample of 355 students of senior secondary school from schools of Aligarh and Agra districts of Uttar Pradesh were selected. To measure the level of academic anxiety of senior secondary school students a standardized test constructed by Sharma &Shakir (2019) was used. Mean, standard deviation and t-test were administered for data analysis. Findings were:

- i. There was a significant difference in the academic anxiety of senior secondary school students in relation to the location of the schools.
- ii. Urban senior secondary school students had more academic anxiety as compared to rural senior secondary school students
- iii. There was a significant difference in the academic anxiety of senior secondary school students in relation to the type of school. Senior secondary students of private schools had more academic anxiety as compared to government senior secondary school students.

2.1.1 OVERVIEW

After reviewing of related literature alam(2001),Mehrotra (2003),thakural ,prima mohammad ahmad 2010), kumar (2010),Sridevi (2013),Neelam(2013) aloka (2014),khan S A Ahangar (2014),suresh (2016) Umudjere,etal (2016) A Somi (2016),Mallik (2016),aman Azeem (2018),suman bala &Sunita Sharma (2019),Munni 49umara (2019) showed that Anxiety is a common phenomenon and results in poor performance and has a negative correlation with academic achievement.

According to Venkatesh (2010), Attri A.K(2013), Roy B &Gosh(2013), Manisha (2016) there is a significant difference between the mean scores of boys and girls.

However, contradictions were found according to Dutta R Gogoi and R P(2015), Aman Azeem(2018) that there was no significant difference in anxiety level and academic achievement with respect to gender.

According to Khatoon etal (2010), Gupta Metal (2011), Atri Ak (2013), Roy B & Gosh(2013), females were found to be more anxious than boys. There was a contradiction found where Deb S (2010), Awan Azhar & Anjum (2011), found that females are less anxious than boys.

M Lama etal (2011) revealed a positive relation between academic achievement and anxiety and a negative relation with depression.

There are few findings with some contradictions, Singh (2015) study reveals that urban and rural students differ significantly on their academic achievement but do not differ in their Intelligence and anxiety level. Kumar (2016) conducted a study of academic achievement in relation to their anxiety and depression and found that there was no significant difference between the academic achievement of high school students and anxiety and depression.

After reviewing the literature, it is clear that a notable academic anxiety always creates a negative environment for the students. So there will be some relation between academic anxiety and academic achievement.

Thus from reviewing the literature it is concluded that there is scope to study academic achievement of senior secondary students with respect to anxiety. The review of literature on academic achievement and anxiety of students of diverse background reveals that there is a significant difference in their academic achievement and anxiety in terms of gender. It revealed that the academic anxiety and academic achievement both are highly correlated to each other, but high anxiety leads to low academic achievement and vice-versa. And there is negative correlation between academic anxiety and academic achievement of girls students than boys.

2.2 STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND LEARNING STYLE

Learning style is defined as attitude, behaviour and factors facilitating an individual to learn in a given situation.

The learning style influences the academic achievements of the students. The review of the studies conducted here provide distinct components of the input in achieving desirable results.

1. **The Mega (2008)**, conducted a study to investigate the academic achievement of students in relation to their preferred learning, thinking styles and study skills. The main objective of the study is to find out the relationship between learning styles, thinking styles, study skills and academic achievement of the students. Simple random sampling technique was used to collect the sample of 317 students from various schools. The results reveals that :
 - a. The students who had a stronger preference for learning through structural content, concrete experience, abstract learning and artistic aesthetic interest are likely to achieve higher in academic performance,
 - b. Six learning styles viz. understanding movement, of action, open ended contents, verbal explanation, convergent learning styles divergent learning styles, and temporal interest, does not have any relation with academic achievement of the students
 - c. There was a positive correlation between thinking through imaginative thinking and academic performance.
 - d. There was a significant positive relationship between learning styles and academic achievement.
 - e. Low, moderate and high achievers had a similar preference for all learning styles.

2. **Singh (2008)** conducted research on learning styles preferences and academic achievement of school students. The main objective of the study was to find out the relationship between learning styles preferences and academic achievement of high school students. the findings revealed that the aural, flexible, non-motivated centred, short-attention span, learning-style preferences positively affects the academic achievement of urban-pupils whereas the non-flexible, visual, non-motivation centred and environment free learning styles preferences had positive effect on the academic achievement of rural pupils.

3. **Neetu study (2012)**, conducted a study on learning-thinking style of secondary school students in relation to their academic achievement. The objective of the study was to find out the relationship between the learning - thinking style of secondary school students and their academic achievement. The study findings indicate:
 - a. There was a positive and significant relationship between learning-thinking style and academic achievement.
 - b. Academic achievement did influence the learning- thinking style of secondary school students.
 - c. There was no significant difference between male and female students in respect to their academic achievement but they did differ in respect to their learning-thinking style.

4. **Al-Hebaishi (2012)** conducted a study with the objective of finding out the relationships between learning styles, strategies and academic performance of students graduating from Saudi Arabia. The sample consisted of 88 English Majors of Saudi. The findings indicated that no significant relationship between learning styles and academic performance was observed.

5. **Gokal study (2013)** conducted a study on the effect of students' learning styles on their academic performance. The main objective of the study was to find out the relationship between their learning styles and academic success of the first and last implementations of the subtests. The findings indicated that there was significant difference between learning styles and academic achievement; the other components included class participation and motivation, usage of the library, listening and effective reading, writing and preparing for and appearing for the examinations etc.

6. **Chowhan (2013)**, conducted a study on the role of abilities and learning style on academic achievement of engineering students. The main objective of the investigation was to find out the academic performance of engineering students with respect to their adjustment and role of abilities and learning styles. The findings revealed that there was a significant relationship between the academic performance of engineering students and learning styles.
7. **The Gappi study (2013)** The main objective of the study was to determine the learning style preferences of students that differ with age, gender and academic course. The findings revealed that :
 - a. There was no significant effect of age, gender, learning style preferences and academic course and learning style preferences of the students
 - b. There was no significant difference between the learning style preferences of the students and academic achievement.
8. **Vaishnav (2013)** conducted a study to find out the relationship between the learning style and academic achievement. By administering simple random sampling, 200 students of secondary schools of class IX, X and XI of Maharashtra state. The findings revealed that there was a high positive correlation between kinaesthetic learning style and academic achievement of the students.
9. **Yusoff,et.al.(2014)** found out in a study that different learning styles of nursing students demonstrated with approximately half having a single predominant style preference, and also a significant improvement in the students' academic performance after the intervention.
10. **Narayani (2014)** the objective of the study aimed at determining the relationship between learning style and academic achievement of higher secondary students. The findings indicated that there was no significant relationship between active and reflective learning styles of higher secondary school students and their academic achievement.

11. **Thakkar (2014)** conducted a study to find out the effect of learning styles on learning achievement of the students of senior secondary school of Ahmedabad. For the study, 1580 students were selected through a simple random sampling method. It was found out that students did not prefer to be dependent on collaborative learning style and also further revealed that learning styles may not affect learning achievement but the academic achievement definitely affected the system of examination.
12. **Babu study (2015)** conducted research to find out the effective learning style of secondary school Students. 600 students of secondary school were taken as a sample. Learning Style Inventory (LSI) developed by Karuna Shankar Misra was used. The results of the study revealed that learning was better through figures than verbal and also better in reproducing learning than constructive learning.
13. **The Kapoor study (2015)**, this study investigated the learning style preferences of undergraduate dental students of a North India Dental College. The results revealed that :
 - a. The 61% of the students preferred a single mode of learning style ie. 27% of kinesthetic, 15% of aural, 6% of read/write and 3% of visual mode of learning style.
 - b. The preference of learning styles of each student's sensory modality preference of each dental student, was significantly higher as compared to the first year.
 - c. The V score of female students was significantly higher as compared to males.
 - d. Traditional teaching (aural lecture and flowcharts/diagrams) changed the preference of learning styles of the dental students.
14. **Patil, et.al. (2015)**, conducted a research on learning styles amongst first year SRTR Government medical college students of Ambajogai, India. Its main objective was to investigate the learners and their learning style characteristics. The findings indicated that :
 - a. 10.52% of the students preferred visual such as learning from charts, flow diagrams and graphs etc. ,
 - b. 19.54% of the students preferred auditory ie.learning from speech,
 - c. 28.57% of the students preferred kinaesthetic ie. learning from smell, taste and touch,

- d. 58.64% of the students preferred a single mode of information presentation and
- e. 41.35% of the students preferred multiple modes of information presentation.

15. **Priya, et.al. (2015)** conducted a study to investigate the learning style preferences of medical undergraduate students. The main objective of the study was to assess the predominant learning style of second year medical students and to compare the learning modality used in the academic performance. The results indicated that there was no significant difference in the learning modalities of gender and the academic performance of uni- and multimodal learners.
16. **Sushma, et.al (2015)** conducted an exploratory study on the learning styles and self-regulation among University Students in India. This study was conducted to explore the learning styles, self-regulation of students and also the role of self-regulation on student's learning styles. The sampling technique was simple random sampling. A sample of 100 university students was taken. Grasha Riechmann's Student Learning Style Scale was administered. The results revealed that there was a significant and positive relationship between the learning styles and self-regulation.
17. **Jalali et.al.(2015)** conducted research on predicting academic achievement of students based on their learning styles. It was found that there was a significant and positive relationship among each of the four learning styles that was convergent, divergent, attracting and accommodating learning styles with the academic achievement of students.
18. **The Anne study (2015)**, this study investigated the relationship between the student's academic achievement and student's learning styles in a multicultural senior school from the University of South Africa, Pretoria. Through a purposive sampling technique, 240 students were selected for the study as a sample. The objectives of the study were to know a) the learning style preferences of the students at the school, b) the relationship between academic achievements in two subjects (English and mathematics) and their learning style and finally, c) the relationship between

nationality, gender, form and age and their learning styles and their academic achievements in the above mentioned two subjects ie. English and mathematics. The results revealed that

- a. There was a significant relationship with academic achievements in English and mathematics of students and their learning style,
- b. There was no significant relation between students' learning styles and nationality.
- c. There was a relationship between students' learning styles and gender and age of the student.

19. **Dhiman (2014)** the objective of this study was to identify the types of learning styles among rural and urban teacher educators of Himachal Pradesh. The samples were drawn through cluster sampling technique. 120 students doing masters in Education were selected. To analyse the data descriptive statistics were administered namely mean, standard deviation and „t“ test. It was found that the residential background significantly influenced the learning styles preference among teacher educators.

20. **Singh, Govil and Rani (2015)** conducted the study on the relationship between certain demographic factors such as, gender, residential place, religion, parent's educational qualification with the types of learning styles. The sample was selected through purposive sampling technique. It comprised of 300 secondary school students of Aligarh District of Uttar Pradesh. The Learning Style Inventory of Jaffery Barsh was administered to collect data. The results indicated that:

- a. The visual learning style was found to be the more preferred as compared with other learning styles.
- b. There was no significant effect of gender, residential place, religion and the father's education qualification on the learning styles.
- c. The mother's education qualification had an effect on the learning styles of the students

21. **Ismail, et.al. (2016)** conducted a study with an objective to find out the learning styles and academic performance in relation with kinaesthetic, verbal and visual intelligences.

The results indicated that:

- a. There exists a significant correlation between verbal, kinaesthetic and visual intelligences and learning styles and academic performances
- b. There was a significant difference between academic performances and learning styles of the genders and level of verbal , kinaesthetic, and visual intelligence.

22. **Oommen(2016)** conducted a study on learning style and academic achievement in the biology subject of secondary school students. The main objective of the study is on the important psychological variables like learning style and academic achievement. The findings revealed that there was no significant difference between learning style and academic achievement in male and female biology students.

23. **Warn (2009)** conducted a study on students' learning style and their academic achievement for a taxation course. Kolb's (1976) Learning Style Inventory (LSI) was administered to gauge the learning style of the final year accounting students of an institute of higher education. The students were required to complete two sets of Learning Style Inventory (LSI) questionnaires in relation to two final year subjects with different final assessment orientation, these subjects were a) Malaysian Taxation which was computational oriented and b) Financial Strategy which was theoretical oriented. The students' final examination results for both subjects were taken to study its association with their learning style. The results revealed that

- a. The most dominant learning style among students for Malaysian Taxation subject was converger style whereas for financial strategy subject, the accommodation is the most dominant.

- b. There was a significant difference between learning style for subjects with different assessment orientations.
- c. There was no significant relation between the student's learning style with academic achievement.

24. **Zacharias (2010)** this study was related with the impact of learning styles on student's achievement in a web-based versus an equivalent face- to-face course. This study studied the relationship between student's learning styles and their achievement in two different learning environments that is a) online instruction and b) traditional instruction. The sample students were studying in first year of graduation. 161 participants were selected for the study. The findings revealed that:

- a. students in the face to face learning group had higher, but not statistically significant higher, levels of achievement than students in the online learning group;
- b. a student's learning style had no significant effect on their course grades in any of the two instructional methods.
- c. There was no significant interaction between the learning style and instructional method.

25. **Damavandi et al. (2011)** conducted a study of the impact of learning styles on academic achievement in Tehran. The test scores in five subjects, English, Science, Mathematics, History and Geography, was calculated for every student and used as an indication of academic achievement. simple random sampling technique was used to select a total of 285 students of class X. The findings revealed that there was a significant difference in the academic achievement of the Iranian students that correspond to the four learning styles in particular, the mean scores for the converging and assimilating groups are significantly higher than for the diverging and accommodating groups.

26. **Abidin et al. (2011)** conducted a study on learning styles and overall academic achievement in a particular educational system. 317 students were taken as the sample. These sample students were consistent in their learning style patterns. The age of the students was 16 years. The Learning Styles Survey (LSS) instrument, which is constructed by Joy Reid's Perceptual Learning-Style Preference Questionnaire (1987), was administered. One-way ANOVA, and multiple regression analysis were applied. The results revealed there is a significant relationship between overall academic achievement and styles of learning.
27. **Farooq and Regnier (2011)** conducted a study on the role of learning styles in the quality of learning at different levels. The samples of 218 students through simple random sampling were selected for this study. Analysis of the data indicated that the most students from all fields in the sample showed divergent style and accommodating style as their preferred styles of learning. Other variables displayed no association with learning styles. The findings revealed that there exists a positive relationship between the grades obtained by the students in previous exams with the preferred styles of learning.
28. **Bhatti and Bart (2013)** investigated a study on the effect of learning style on scholastic achievement. Samples in this study were undergraduate students in the social sciences at a university in Division 1. The tools used in the study were the Kolb Learning Style Inventory and a demographic form. The results of the study were that the dominant learning style was the assimilator and that the learning style and academic success were influenced by gender.
29. **Chermahini; Ghanbari, and Talab (2013)** the main objective of the study was to know the relationship between learning styles and the academic performance of students who wanted to learn English as a second language in Iran. Through purposive sampling, the sample consisted of 488 high school students. The survey findings indicated
- a. Significant and positive relationships between the different learning styles and the performance in an English test,

- b. The performance resulted differently in four groups with different preferred learning styles
- c. Gender differences in the performance in English test for convergent and divergent and did not accommodate and assimilate preferred learning style

30. **Bethel-Eke Ogechinyere Adaugo & Eremie Maxwell (2017)** conducted a study on learning Styles and Academic Performance of Junior Secondary School Student in Rivers State. The main objective of this study was to find out the learning styles and academic performance of junior secondary school students in Rivers State with implications for counselling. The correlational research design was used for the study. The Taro Yamane formula was used to obtain a sample of 345 participants. The stratified sampling technique was used for the study. For the statistics analysis, Arithmetic mean and Pearson Product Moment Correlation were used as the tool. The findings revealed that

- a. A significant relationship exists between visual learning styles and academic performance of students.
- b. Auditory learning style and kinaesthetic learning style were also found to have a significant relationship with academic performance of students.
- c. Visual, auditory and kinaesthetic learning styles positively effect the academic performance of students.
- d. Teachers should also help their students to understand their learning style preferences.

31. **Simple Singh Dr. Kirti Cutting(2018)** The main objective of the study was to know the learning style and academic achievement effect on government and private secondary school students, living in different socio-environment .The selfmade tool was used. This study was an analysis of learning styles prevalent among secondary school students. It was conducted in three learning styles, which are most popular - visual, auditory and kinaesthetic. It also investigates the relation and effect of different learning styles on academic achievements of students. A sample of 200 students of class IX, X and XI of Faizabad District in Uttar Pradesh. was selected. The results of the study indicated that:

- a. kinaesthetic learning style was found to be more prevalent than visual and auditory learning styles among secondary school students.
- b. There existed a positive high correlation between kinaesthetic learning style and academic achievement.
- c. The three variables - visual, auditory and kinaesthetic significantly affected the academic achievement of secondary school students.

2.2.1 OVERVIEW

Teachers are required to know about learning styles, so that they may assist the learners to identify their preferred learning styles. This knowledge will help learners to boost up their self-confidence and to learn to manage their own learning. It is now becoming a widely researched topic in both the fields of education and psychology. The researches in the field of learning style have become quite common in the field of psychology and education.

The extensive review of literature shows that learning styles as a correlate of academic achievement and a positive significant relation between learning style and academic achievement. ,Vaishnav (2013) ,Chowhan (2013) , The Gokal study (2013) , Neetu study (2012) ,The Mega (2008), The Malathi et al. study (2006), Singh (2008), Malathi and Malini (2006), conducted an investigation to determine the effect of matching learning styles and instruction upon academic achievement of students receiving an interactive learning experience. And the results indicated a significant relationship between them.

Moreover, there was a contradiction found between various studies during the extensive reviewing of literature with regard to the relationship between learning styles and its effect on academic achievement with respect to gender. This was evident in the study of Oommen (2016) which revealed that there was no significant difference between learning style and academic achievement in male and female biological student, Priya, et.al. (2015) in The main findings of the study indicated that there was no significant difference in the learning modalities of gender. The Gappi study (2013) aimed at determining the learning style

preferences of students differs with age, gender and academic course. The results have shown that there was no significant effect of age, male, female, learning style preferences.

On the contrary few studies indicated a significant difference between academic achievement and learning style with respect to gender like Ismail, et.al. (2016) ,The Malathi et al. study (2006) The main findings of the study indicate that there is a significant correlation between verbal, kinaesthetic and visual intelligences and learning styles and academic performances also analysed that there was a significant difference between academic performances and learning styles on the basis of gender. The Anne study (2015), found that there was a significant relation between academic achievements in English and mathematics of students and their predominant learning style, and further stated that there was no significant relation between influence student's learning styles and nationality but gender and age did influence it.

Whereas Chaudhary et.al. (2016), Narayani (2014), The Hebaishi (2012), indicated that there was a less significant relationship between learning styles and academic performance.

From reviewing the different sources it was found that though learning styles have been studied under different contexts, there is something that is lagging behind. Fostering achievement among the students is the primary responsibility of the school as learning style plays a major role in enhancing the cognitive abilities of the senior secondary school students. So there is a scope to study how the two learning styles affect the academic achievement of senior secondary school students as there is quite less study in this area.

2.3 STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND SELF- CONCEPT

1. **Rainer and Martin (2000)** investigated on self-concept, stress and academic achievement of secondary school students in west zone of Assam state. The

investigator selected 640 secondary students as a sample to know the self-concept, stress and academic achievement prevalent among them. The results revealed that

- a. The self-concept of male students was significantly different than of female students.
- b. The mean difference showed that male students had higher self-concept than that of female students.

2. **Acosta (2001)** studied the relationships between the school climate, academic self-concept and academic performance. The findings indicated that multiple regression analyses gave indices where the predicting variables explained 18% of the variance in academic achievement; only the variance explained the self-concept was statistically significant.

3. **Kaur (2001)** investigated self-concept in relation to intellectual variables. It aimed to find out the correlation with the values of self-concept and other variables such as intelligence, creativity and achievement of students of rural and urban schools.

The results revealed that

- a. Intelligence and Creativity to be positively significant with Self-concept in urban as well as in rural schools.
- b. No correlation was found between the variable of achievement and self- concept.
- c. Variable of achievement contributed 13.6% variance in predicting the self- concept of girls studying in urban schools.
- d. Conjoint effect of the variable of intelligence and creativity of achievement was higher in both the type of schools that are urban and rural as compared to predicting the self-concept.

4. **Thilaka & Jacob (2002)** conducted a study on the self-concept, test anxiety and academic achievement of class IX students in Anglo-Indian Schools from Chennai City. The results revealed that:

- a. The self-concept of girl students was found to be higher than that of boys and co-education schools.

- b. The co-education students were found to have poor self-concept as compared to only boys and only girls schools.
 - c. The co-education students had higher test anxiety as compared with only boys and only girl's schools.
5. **Gakhar (2003)** investigated a study on self-concept and academic achievement of secondary school students. A sample of 200 out of which 105 were boys and 95 were girls of secondary schools from two districts of Punjab (Patiala and Ferozepur). The results revealed that the boys and girls showed a significant difference in self-concept whereas both the categories were insignificant on academic achievement.
 6. **Fatima (2003)** investigated a study to find out the influence of school environmental, reading habit and self-concept on scholastic achievement of school students. It was found that self-concept is a significant predictor of scholastic achievement.
 7. **Sharma (2003)** conducted a study to explore the effect of study habits and self-concept on wastage and stagnation among scheduled caste students of primary classes. The findings of the study revealed that low achieving students exhibited low self-concept as compared to the high achieving students.
 8. **Frederic, Herbert and Michel (2003)** investigated a study on academic self- concept and academic achievement: developmental perspectives on their causal ordering. This study investigated theoretical and developmental models of the causal ordering between academic self-concept and academic achievement in a multicohort- multi occasion design which means 3 age cohorts, each with 3 measurement waves. Sample was the students of class II, III and IV from 10 elementary schools. The results indicated that
 - a. The achievement had a significant effect on self-concept (skill-development model).
 - b. The academic self-concept had a significant effect on achievement (self- enhancement model).

9. **Sandeep and Sharma (2004)** explored a study on the level of aspiration, academic achievement and self-concept secondary school students in eastern zone of Nagaland. The sample size was 450 students from eastern zone of Nagaland. Results indicated that both boys and girls secondary school students have no significant effect on all the three variables, self-concept, level of aspiration and academic achievement.
10. **Kumar (2005)** explored a study on academic achievement and its relation with self-concept and level of aspiration of class XII handicapped and normal students of Haryana State. The results showed that that
- a. self - concept and level of aspiration significantly affected the academic achievement of the students.
 - b. Both the categories viz. handicapped and normal students showed significant differences in self-concept and level of aspiration.
11. **Mahashevtta (2007)** conducted research on the academic achievement of scheduled caste students in Hindi and English language in relation to their self-concept. The results revealed that:
- a. In the case of self-concept, a significant difference was found in academic achievement of scheduled caste students belonging to high and low groups.
 - b. High self-concept students excelled in academic achievement in Hindi language as compared to low self-concept students.
 - c. This was no significant difference between male and female scheduled caste students belonging to high self-concept group, with respect to their academic achievement in Hindi language.
 - d. There was a significant difference in academic achievement of rural and urban scheduled caste students in Hindi language, belonging to a high self-concept group.
 - e. Urban students with high self-concept were found to be better in academic achievement in first language, as compared to their rural counter parts.
 - f. There was no significant difference between male and female scheduled caste students belonging to a low self-concept group, with respect to their academic achievement in Hindi language.

12. **Chandvir (2009)** conducted research to know the relationship between self- concept and academic achievement. The results showed that
- a. There was a significant difference between high achieving and low achieving adolescents with respect to their self-concept.
 - b. High achieving adolescents were found to have high self-concept as compared to low achieving adolescents.
13. . **Gurubasappa (2009)** conducted a study on Intelligence and Self-concept as correlates of Academic Achievement of Secondary School Students. The main purpose was to find out the nature of relationship between academic achievement with intelligence and self-concept and also the difference in academic achievement of students with different levels of intelligence and self-concept. The findings were:
- a. There was a significant correlation between academic achievement with intelligence and self-concept,
 - b. There was a significant difference in the academic achievement of students with different levels of intelligence and self-concept.
 - c. There was a significant interactive effect of intelligence and self-concept on academic achievement.
 - d. There was a significant difference in the academic achievement of students“ gender, type of school, medium of instruction, locality of the school and socioeconomic status of the parents of the student.
14. **Francisco and Leandro (2010)** conducted a study to investigate the self- concept, self-esteem and academic achievement: strategies for maintaining self-esteem in students experiencing academic failure. This study analysed the strategies that underachievers used to maintain their self-esteem at an acceptable level. The sample size was 955 adolescent students studying in class VII, IX and XI at four secondary schools in Lisbon. 352 of these students had retaken a year at least once in their school careers, whereas 603 had never done so. A self-concept scale and a scale for evaluating attitudes towards school was administered. Findings showed that
- a. self-esteem was maintained through positive self-representations in non- academic facets of self-concept.

- b. A significant difference was found in academic achievement of rural and urban scheduled caste students in Hindi language, belonging to a high self-concept group.
- c. Urban students with high self-concept were found to be better in academic achievement in first language, as compared to their rural counter parts.
- d. There was no significant difference between male and female scheduled caste students belonging to a low self-concept group, with respect to their academic achievement in Hindi language.

15. **Rath and Nanda (2012)** studied the effect of gender and academic competence on the self-concept of adolescents. This study adopted a 2 (academically competent versus academically less-competent adolescents) \times 2 (boys versus girls) factorial design. The findings revealed that :

- a. Academically competent adolescent students had higher physical, moral, personal, family, social and overall self-concept as compared to less-competent ones.
- b. The strength of association between personal self-concept and overall self- concept in boys was higher than that of girls.
- c. The strength of association between physical self- concept and overall self- concept and social self-concept along with the overall self-concept was higher in girls than that of the boys.

16. **Shabir and Yashpal (2012)** conducted a study to compare the self-concept and academic achievement of adolescent boys and girls in Srinagar, Jammu and Kashmir, India. The sample taken for the study consisted of 100 adolescent students out of which 50 were boys and 50 were girls. Through simple random technique, the sample was selected from different schools of Srinagar. The findings revealed that the adolescent boys had better self-concept as compared to the adolescent girls. No significant difference was found between boys and girls in academic achievement.

17. **Akomolafe, Ogunmakin and Fasooto (2013)** investigated the role of academic self-efficacy, academic motivation and academic self-concept in predicting secondary school students academic achievement. The study sample consisted of 398 students. The findings indicated that academic self-efficiency, academic motivation and academic self-concept significantly predicted students' academic achievement.

18. **Berg and Coetzee (2014)** investigated the relationship between university student's academic self-concept, motivation and academic achievement. The main objective of this study was to find out whether academic self-concept and motivation of students enrolled for the Quantity Surveying course at a university in South Africa could predict their level of academic achievement. The findings of the study revealed that there exists a significant correlation between academic self-concept, motivation and academic achievement, but that they do depend on study year level.
19. **Sagar (2014)** explored the relationship between self-concept and academic achievement of the secondary school students. The sample size was 92 secondary school students' different schools of Dhaka city. Findings revealed that
- a. Self-concept was slightly positively related with academic achievement of the students.
 - b. Self-concept was not a predictor of academic achievement of the students.
 - c. There is no significant relationship between academic achievement and self- concept of the students.
20. **Solomon et al., (2014)** explored the relationship between achievement motivation, academic self-concept and academic achievement of high school students. The main objective of the study was to find out the student's profile to ascertain the levels of achievement motivation, self-concept, and their academic achievement. The findings revealed that,
- a. Majority of the high school students were highly motivated, had high self- concept and performed well on the Mathematics Achievement test.
 - b. There was a significant correlation between self-concept and academic achievement.
 - c. There was a positive relationship between achievement motivation and academic achievement whereas the correlation was not significant.
21. **Oluwatosin and Bamidele (2014)** conducted a study on the correlation between self-concept and academic performance in chemistry among secondary school students in Ile-Ife. It adopted descriptive survey research design. The sample size included 202 secondary school students. The findings indicated that there was a

significant positive correlation between student's self-concept and their academic performance in chemistry. Higher level of self-concept was noticed in chemistry students attending private school as compared to students of public schools.

22. Agrawal and Teotia (2015) explore the relationship of Academic achievement and Self-Concept in relation to gender, locality of school and type of school of secondary level students. Descriptive statistics were applied for the analysis of data; Pearson's coefficient of correlation and t-test were administered. The findings of the study revealed that

- a. There was no significant difference in the self- concept of the secondary level student with respect to gender, and management variation.
- b. Urban students had better self-concept As Compared to rural students.
- c. There was no significant difference in achievement motivation with regard to locale and management variation of secondary level student, boys showed better academic achievement as compared to girls.
- d. Socioeconomic self-concept of the girls was better than the boys.
- e. Temperamental qualities, emotional tendencies and mental health of urban students were better than rural students.
- f. There was a significant relationship between the two variables of self-concept and academic achievement.

23. Alejandro, Raquel and Pablo (2016) investigated the predictive effects of gender, intellectual ability, self-concept, motivation, learning strategies, popularity and parent involvement on academic achievement. A sample of 1398 high school students was taken for the study. Hierarchical regression analysis was used with six steps in which each variable was included., among eight education centres from the province of Alicante in Spain. The findings proved that a significant predictive effect of all of the variables, explaining 59.1% of the total variance was found.

2.3.1 OVERVIEW

Fatima(2003,) sharma(2003), mahashweta(2007), Chandra(2009), gurubassapa(2009), Acosta(2011), ruthandnanda(2012), Akomolafe,OgunmakinandFasooto(2013), sagar(2014), solomon(2014), Ohimalosia and bamidde 2014,berg and coetza 2014,

found a positive and significant correlation between academic achievement and self-concept.

Sandeep and sharma (2004), francis and Leonardo (2010), Agarwal and teo (2019), showed no significant difference between males and female students belonging to high self-concept. On the contrary ranger & martin (2000), gokhar (2003), chandvir (2009), shabbir & Yashpal (2012), Solomon (2014) significant difference was found between girls on their self-concept.

Shabbir and Yashpal (2012), rainer & martin (2000) found that male students had higher self-concept. On the contrary Thakur & Jacob (2012), self-concept for girls was higher than boys.

2.4 JUSTIFICATION OF THE STUDY

The purpose of the present research is to study the academic achievement of senior secondary school students with respect to their anxiety, learning style and school environment. The adolescents in present time are facing many kinds of pressures in this competitive world. Where academic achievement is an indicator of a person's personal growth and success, in the present circumstances, the youth is facing difficulties in life. These difficulties are giving rise to many psychological problems like anxiety, depression and stress.

Therefore, a study of anxiety level with respect to academic achievement is gaining more and more attention. Senior secondary stage is the formative stage. Today the students are engulfed by extreme anxiety and thus suffering from being physically and mentally weak. Academic anxiety leads to academic difficulties that further makes the student feel more anxious, panic, depressed and stressed thus creating mental health conditions in adolescents. This motivates the investigator to conduct a study on the anxiety level of senior secondary school students.

Another variable in the study is learning style. It is the learning style which helps the learners acquire useful knowledge and learn effectively. Good and effective learning styles help the students to excel in life. Student's academic achievement

depends on their preferred learning styles. Therefore, the investigator is interested in studying the learning styles of senior secondary school students.

In the present competitive world, the aim of education is the all round development of the personality of an individual. It is the responsibility of the school and teachers to create a proper and adequate environment for fruitful learning of the students. Keeping this in view the investigator visualised the need to study the school environment and their effect on academic achievement.

Further the following points will justify the significance of the current study:

1. Senior secondary stage is the base for preparing oneself for different competitive exams and adolescents at this stage face more stress.
2. Senior secondary stage is also important because diversification of courses starts from this stage and the students have to make a good choice of subjects which is only possible if they are free of anxiety and stress.
3. While reviewing the literature it found that academic achievement has been studied separately with emotional intelligence, achievement motivation, creativity intelligence but no such study has been conducted while taking all these variables like anxiety, learning styles and self-concept to study the effect on academic achievement of senior secondary school students.
4. Self-concept affects a child's personality directly. No study has been found to be carried out keeping in view the impact of anxiety, learning style and self-concept in students of Lucknow city.
5. There is a need to study how different variables like anxiety, learning styles and self-concept influence educational performance of the students.

CHAPTER-3

METHODOLOGY OF RESEARCH

Man is inquisitive by nature, and as a result of his inquisitiveness, he has progressed from one level of knowledge and consciousness to the next. The pursuit of knowledge is a never-ending process, and this process is referred to as research. Research is a journey of discovery that provides us with the correct kind of information to help us solve challenges successfully. "Research entails defining and re-defining issues, establishing hypotheses or recommending solutions, gathering, organising, and assessing data, deducing and reaching conclusions, and finally carefully testing conclusions to see if they fit the formulated hypothesis," says Clifford Woody.

3.1 RESEARCH DESIGN

Research methodology is the science of methodologies that pertains to the process of performing research. A research design is a plan, structure, and strategy for gathering information in order to answer research questions or solve problems. The conceptual structure within which the study is conducted is known as research design. It is simple to decide and explain to others the proposed study design, how to collect information from respondents, sample clearing procedures, and the process of analysing the acquired information and thus disseminating the findings through research.

As a result, a research design aids us in conceptualising an operational plan that includes a variety of procedures and tasks that must be completed in order to finish the study. It also makes certain that these techniques are sufficient for obtaining valid, objective, and correct answers to the research questions.

This chapter aims to describe the details of the current study's research design, including sample selection approaches, variables to be researched, research tool selection, data gathering strategies, and statistical techniques assembled for data analysis.

The type of research chosen by the researcher determines the research approach. In the field of education, research can be categorised in a variety of ways.

According to John W Best, all research entails components of observation, description, and analysis of what occurs under specific conditions. This chapter gives an overview of the study's methodology.

3.2 TYPE OF RESEARCH IN THE PRESENT STUDY

The purpose of this descriptive study is to examine the academic accomplishment of senior secondary school students in Lucknow in relation to their anxiety, learning styles, and self-concept. A descriptive research study tries to explain a scenario, problem, phenomena, service, or programme in a systematic way, or gives information about the living conditions of a community, or describes attitudes toward an issue. Descriptive or qualitative studies are used to characterise and assess general specific behaviours and traits.

3.3 METHOD

The descriptive survey method was chosen in this study because surveys are capable of acquiring information from large samples of the population. Surveys can also provide data on attitudes that are difficult to measure using observational techniques. Descriptive or normative surveys are frequently conducted to provide direct sources of valuable information on human behaviour. The survey approach collects three categories of information: what exists, what we desire, and how to get there.

3.4 POPULATION: -

It is the sum of all items that have one or more features and that the researcher is interested in. The goal of research is to find universally applicable principles, yet studying the entire population is unfeasible. For the purposes of this study, all senior secondary school pupils in Lucknow are considered as the population.

3.5 SAMPLE: -

Since it is impossible to consider the entire population, only a small percentage of the population is chosen for observation and study. This is referred to as a sample. The sample you choose aids in drawing inferences about the group from which you

chose the sample. The more representative the sample, the more certain the researcher can be that the findings can be applied to a large population.

Table No. 3.1 LIST OF GOVERNMENT AND PRIVATE SENIOR SECONDARY SCHOOL SELECTED FOR THE STUDY

SNO	Government Schools	Number of sample selected	S.NO	Private Schools	Number of Sample Selected
1	Kendriya Vidyalaya, Cantt	30	1.	Amity International School	30
2	Kendriya Vidyalaya, Aliganaj	30	2.	Lucknow Public School	30
3	Kendriya Vidyalaya, RDSO	30	3.	Delhi Public School	30
4	Kendriya Vidyalaya, Vikash Nagar	30	4.	St. Mary's Inter College	30
5	Kendriya Vidyalaya, Air Force Station	30	5.	Loyola Convent	30
6	Army Public School, Nehru Road	30	6.	Greenland Public School	30
7	Army Public School, LBS	30	7.	Ideal Public School	30
8	Army Public School, SP Marg	30	8.	City International School	30

9	Kendriya Vidyalaya, Gomti Nagar	30	9.	Diamond Public Senior Secondary School	30
10	Kendriya Vidhyala, Jagat Narain Road	30	10	Bright Way Inter College	30

The researcher has used **simple random sampling technique** for selecting the senior secondary schools and senior secondary students

In order to choose a representative sample of senior secondary school students, sampling was done in two stages. In stage I, a simple random sampling method was used to select the 20 senior secondary schools. In stage II students were selected from the selected schools by random sampling method.

DETAILS OF MULTI STAGE SAMPLING.

3.6 SIZE OF THE SAMPLE:-

Individually identifiable elements in a sampling population are referred to as this. It indicates a participant in the sampling event who will be included in the sample in order to achieve the appropriate precision and confidence. Larger samples tend to more nearly represent the population and are closer to precision; researchers must apply methodologies to find the right sample size. It is a crucial phase in the research design since it has a significant impact on the study's overall success and efficacy.

The total sample selected for this sampling is 600 from 20 schools. 10 government and 10 private schools. Out of which 150 girls and 150 boys were selected each from government schools and similarly 150 girls and 150 boys were selected from 10 private schools.

Table No. 3.2 DISTRIBUTION OF THE SAMPLE

SCHOOL TYPE	GOVERNMENT (10)	PRIVATE (10)
GENDER	BOYS GIRLS	BOYS GIRLS
	150 150	150 150

3.7 SAMPLING METHOD: -

In the present study too, the population was very large. The investigator has therefore employed a random sampling technique in order to select a representative sample of the entire city of Lucknow. The samples were selected using a probability sampling method.

It is difficult to obtain a true representative sample in the behavioural science, However the researcher has tried to ensure maximum representativeness

The sampling techniques or sampling design can be broadly grouped in two distinct categories: -

- (i)- Probability sampling
- (ii)- Non probability sampling.

Probability Sampling: -

The probability of each unit in the population being included in the sample is known when using the probability sampling approach. The selection of specific units in the sample is purely random. Each element in the population must have an equal and independent chance of being selected in the sample.

The major sampling methods under probability sampling are (i)- **Simple**

Random Sampling: -

The sort of sampling in which we choose a sample size (n) such that each of the 'N' members of the population has the same chance of being included in the sample is known as a simple random sample. A random sample is a sample chosen in this manner.

The population should be homogeneous and large in order to achieve good outcomes.

(ii)- Systematic sampling: -

There should be a list of demographic information. This strategy necessitates a systematic list of information for all of the population's individuals. It also makes use of the Random Sampling principle. The selection of a unit in this sampling procedure is contingent on the selection of a preceding unit.

(iii)- Stratified Sampling:-

When using this technique, the researcher divides his population into strata based on some characteristic and draws a random preset number of units from each of these homogeneous groups (Strata).

Stratified sampling may be of 3 types: - (i)-

Disproportionate stratified sampling

(ii)- Proportionate stratified sampling

(iii)- Optimum allocation stratified sampling. (iv)-

Cluster Sampling: -

As a cluster is preferably the primary population and has all of the features of the population, cluster sampling frames are only required for the selected cluster. There is intra-group heterogeneity in cluster sampling.

(v)- Multi Stage Sampling: -

It is a sampling procedure that is carried out in stages, with the final sampling units being chosen in a hierarchical order. The number of steps in a multi-stage sampling is determined by the convenience and availability of appropriate sampling frames at various stages.

3.8 VARIABLES INVOLVED IN THE STUDY: -

A variable is an image, impression, or concept that can be measured and so has the ability to change its nature. As a result, it is a concept that can be quantified. Any of the four types of measuring scales can be used to assess variability.

Types of variables:-

- (1)- Independent variable (change variable)
- (2)- Dependent variable (outcome/effect variable) (3)-
Extraneous variable (unmeasured variable)
- (4)- Intervening variable (that link cause and effect relationship)

3.8.1 INDEPENDENT VARIABLE: -

These are the variables that the researcher manipulates and measures the results of. The reason that is thought to be accountable for causing a phenomenon or situation to change.

In the present study the Independent Variables are: -

- (1)- Anxiety
- (2)- Learning Styles
- (3)- Self Concept.

3.8.2 DEPENDENT VARIABLES': -

These are factors that are dependent on one another or are a result of one another. The introduction of an independent variable causes the outcome or change. The dependent variable is a phenomenon that is being explained or predicted. It's also known as the criterion or result variable. This is frequently the variable or construct of major interest to the researcher in a survey study. It is something that the researcher would like to learn more about.

In the present study the dependent variable. 1

.Academic Achievement

In the present study too, the population was very large. The investigator has therefore employed a random sampling technique in order to select a representative sample of the entire city of Lucknow. The samples were selected using a probability sampling method.

It is difficult to obtain a true representative sample in the behavioural science, However the researcher has tried to ensure maximum representativeness

3.9 TOOLS

Statistical research necessitates systematic data collecting to ensure that all relevant groups are represented. Because the quality of the information gathered determines the quality of the results obtained from statistical data. Only after analysing the type of data, the specific research design, the researcher's qualifications, and the assumptions underlying a technique are data analysis strategies developed. The accuracy of the data gathered is dependent on the tools and procedures used to collect data, and the accuracy of the data is dependent on the tools and techniques used to collect data.

The research tools used in doing research may be standardised and readily available in the field, or they may be devised by the researcher. The primary factors in their employment in either case are relevance, dependability, and validity. The appropriateness of a research instrument is implied by its relevance, the competency of the tool is implied by its dependability, and the validity of the tool is implied by its purposefulness.

In the present study the following standardized tools were selected by the investigator.

(1)- Sinha's Comprehensive Anxiety Test - developed by
A.K.P. Sinha and L.N.K. Sinha

(2)- Learning Style Inventory (LSI-MK) developed by
Karuna Shankar Mishra.

(3)- Children's Self Concept Scale - developed by S.P. Ahluwalia
and Hari Shankar Singh.

3.10 DESCRIPTION OF THE TOOLS

3.10.1 SINHA'S COMPREHENSIVE ANXIETY TEST (SCAT) BY A.P.K SINHA AND L.N.L SINHA

The modified version of Sinha's Comprehensive Anxiety Scale has been administered. This version is also known as Comprehensive Anxiety Scale developed by A.K.P.

Sinha and L.N.K. Sinha for the population of adolescents and young adults, to measure their manifested anxiety level.

The scale is designed to elicit the self-rating of items to determine anxiety reactions in the following areas .

1. Health appearance and crying.
2. Area of ambition (success or failure in education, occupation, work and money).
- 3) Family anxiety
- 4) Anxiety regarding friendship and love
- 5) Social relationships and social approval
- 6) Worries regarding the future
- 7) Worries about civilization
- 8) Guilt and shame.
- 9) Physical and physiological manifestations
- 10) Psychological manifestation

3.10.2 SCORING

There are 90 items in this test. The respondents are requested to react to each item with a "YES" or "NO" for each item. The yes answer is a distinct item. Is a sign of nervousness and was given a score of one. A NO response was given a score of zero. The total anxiety score of an individual is the sum of all yes or no responses.

The anxiety is grouped and tested under 5 head wiz.

1. Extremely high Anxiety
2. High Anxiety
3. Normal Anxiety
4. Low Anxiety
5. Extremely No Anxiety

Individuals are divided into five categories based on the results of the tests. Hyper nervous Individuals with Extremely High Anxiety are defined as those who have a

score over the 75th percentile. If a person's score falls below the 25th percentile, he is considered unmotivated and lethargic. Normal people are represented by the middle set of scores.

The coefficient of Reliability was calculated by ensuring the two techniques of-

1. **The Test-Retest Method(N=100)** was used on the product moment correlation between the test and the retest scores was 0.85.
2. **The Internal Consistency Reliability** was founded by appropriating odd-even procedure(N=100) on the basis of Spearman Brown Formula, the reliability Co-efficient of the test was found to be .92. The test is highly reliable

3.10.3 THE VALIDITY OF THE TEST

The validity of the test was estimated by calculating the coefficient between scores on the Comprehensive Anxiety Test and on Taylor's Manifest Anxiety scale. It was .62, which is significant beyond, .001 level of confidence.

3.10.4 NORMS-

Percentile norms have been used for interpreting the test scores. The Individuals may be classified on the basis of scores obtained on the inventory according to the five categories classified

TABLE No. 3.3 SHOWING PERCENTILE EQUIVALENTS OF TEST SCORES FOR BOYS

Percentiles	Scores	Interpretations
P ₉₉	69	EXTREMELY HIGH ANXIETY
P ₉₅	42	
P ₉₀	35	
P ₈₀	30	
P ₇₅	29	HIGH ANXIETY
P ₇₀	28	
P ₆₀	23	NORMAL ANXIETY
P ₅₀	20	

P ₄₀	17	
P ₃₀	15	LOW ANXIETY
P ₂₅ (Q1)	14	
P ₂₀	12	EXTREMELY LOW ANXIETY
P ₁₀	8	
P ₅	3	
N	200	
MEAN	22.30	
MEDIAN	19.4	
S.D	12.40	

TABLE No. 3.4 SHOWING PERCENTILE EQUIVALENTS OF TEST SCORES FOR GIRLS

Percentiles	Scores	Interpretations
P ₉₉	71	EXTREMELY HIGH ANXIETY
P ₉₅	41	
P ₉₀	36	
P ₈₀	29	
P ₇₅	28	HIGH ANXIETY
P ₇₀	27	
P ₆₀	25	NORMAL ANXIETY
P ₅₀	23	
P ₄₀	20	
P ₃₀	16	LOW ANXIETY
P ₂₅ (Q1)	15	
P ₂₀	13	EXTREMELY LOW ANXIETY

P ₁₀	9	
P ₅	4	
N	200	
MEAN	23.05	
MEDIAN	22.86	
S.D	10.90	

3.11 KARUNA SHANKAR MISHRA'S LEARNING STYLE INVENTORY (2012)

The inventory strives to estimate six principal Learning Styles viz.

- A. Enactive Reproducing,
- B. Enactive Constructive,
- C. Figural Reproducing,
- D. Figural Constructive,
- E. Verbal Reproducing and
- F. Verbal Constructive

1. **Enactive Constructive-** It demonstrates a preference for and motivation for visualising one's own experiences based on inactive data.
2. **Enactive Reproducing-** It specifies practical and real, existing experiences
3. **Figural Reproducing-** It expresses a preference for long and figurative events or encounters involving the creation of diagrams, charts, maps, and photographs. It emphasises the significance of practising replication and execution.
4. **Figural Constructive-** It refers to a person's preference for long and figurative encounters or events that lead to conceptualizations.
5. **Verbal Reproducing-** It denotes written or spoken facts and details. That are expressed in words.
6. **Verbal Constructive-** It expresses a preference for intelligent, adaptive, and critical thinking.

3.11.1 SCORING-

There are 5 response for each learning behaviour they are-

- VERY MUCH,
- MUCH,
- NORMAL,
- LESS AND
- VERY LESS.”

These are to be scored by assigning a score of 5,4,3,2, and 1 to each. To acquire the "Enactive Learning Style" score, put the ER and EC values together. To acquire a score for the verbal learning type, put the VR and VC scores together. To get the score for reproducing learning style,' sum the ER, FR, and VR scores (RLS). To get the score for 'constructive learning style,' add the EC, FC, and VC scores (CLS)

This inventory's lowest and maximum scores could range from 41 to 210.

3.11.2 Reliability-

For these learning styles, the Alpha Reliability of Learning Style Inventory was calculated. Enactive Figural and verbal scores are .682, .742, and .903 (N=150).

3.11.3 Validity-

Finding the product moment correlations among learning styles revealed the Learning Style Inventory's intrinsic volatility. The table demonstrates that 'enactive' learning style is favourably associated to 'figural' and 'verbal' learning styles, as well as 'figural' and 'verbal' learning style (N=100). All of the learning styles were also linked to one another.

3.11.4 Norms:

For the purpose of interpretation of Learning style, scores and conversion of raw score, z-score norms have been administered.

TABLE No. 3.5 SHOWING NORMS FOR INTERPRETATION OF LEVEL OF LEARNING STYLE

S.NO	RANGE OF Z SCORES	GRADE	LEVEL OF LEARNING STYLE
1.	+1.76 AND ABOVE	A	EXTREMELY HIGH
2.	+1.26 TO +1.75	B	HIGH
3.	+.76 TO +1.25	C	ABOVE AVERAGE
4.	+.26 TO +.75	D	SLIGHTLY ABOVE AVERAGE
5.	-.25 TO +.25	E	AVERAGE
6.	-.26 TO -.75	F	SLIGHTLY BELOW AVERAGE
7.	-.76 TO -1.25	G	BELOW AVERAGE
8.	-1.26 TO -1.75	HI	LOW
9.	-1.76 AND BELOW		EXTREMELY LOW

3.12 CHILDREN'S SELF CONCEPT SCALE – BY SP AHLUWALIA AND HARI SHANKAR SINGH

3.12.1 AREA

The test contains eight items in all with „Yes“ or „No“ responses. It is a verbal paper pencil test. The subscales which are included in the self-concept scale are:

1. Behaviour
2. Intellectual and School status
3. Physical Appearance and Attributes
4. Anxiety
5. Popularity
6. Happiness and Satisfaction

A high score on the scale denotes a positive self-perception. The self-concept scale is assessed using a stencil score, in which things are scored in the direction of a high self-concept score marked on the scoring stencil; the total self-concept seals can have a maximum score of 80 and a minimum score of 0.

The approach of test-retest and split-half dependability was used. The reliability of coefficients in significant beyond.01 level of confidence is critical for the self-concept scale.

The truthfulness of one's own self-concept. As a result, instruments are both face and content valid. The inter-correlations vary from .397 to .621, which is statistically significant at the .01 confidence level.

TABLE No. 3.6 SHOWING NORMS FOR INTERPRETATION OF LEVEL OF SELF CONCEPT (ALL AGES)

SNO.	RANGES OF Z SCORES	GRADE	LEVEL OF SELF CONCEPT
1.	+2.01 and above	A	Extremely high
2.	+1.26 to +2	B	High
3.	+.51 to +1.25	C	Above average
4.	-.50 to +.50	D	Moderate Below
5.	-.51 to -1.25	E	average Low
6.	-1.26 to -2	F	Extremely low
7.	-2.01 and below	G	

3.13 PROCEDURE OF DATA COLLECTION

In order to obtain the objectives of the present study and to test the corresponding hypotheses, a sample of 600 students studying in eleventh class belonging to various schools of Lucknow city were selected. The correlation coefficient between the three tests was computed which was found to be .91. Statistically this correlation coefficient is highly reliable. To obtain data on independent variables of the present investigation

like Anxiety Comprehensive Scale (2002) developed by A.K.P.Sinha and L.N.K. Sinha, Learning Styles inventory by Karuna Shankar Mishra and children's Self - concept scale were selected. The investigator visited different schools of Lucknow on different dates. Students were clearly told that these tests had nothing to do with their achievement in the half yearly examinations. It was further stated that the data collected through samples through research tools would be used for research purposes only and their scores would be kept confidential. Before actually administering the tests, proper instructions for filling up the answer sheets and other regulations of different tests were given.. After obtaining data from the samples on all these variables the responses of the students were scored strictly according to the norms used for the research in view of the study. Appropriate statistical techniques were applied and hypotheses were tested one by one.

3.14 METHOD ADOPTED FOR STATISTICAL DATA ANALYSIS

In research, statistics serve as a tool for analysing and evaluating data, as well as drawing inferences and conclusions. Quantitative data must be structured and tabulated, then analysed and interpreted in order to reflect an accurate and proper conclusion and value.

After the desired data has been acquired, the researcher moves on to the Data Analysis stage. Raw data must be processed and examined using appropriate statistical techniques and metrics before relevant interpretation can be made.

Measurements of central tendency, measures of variance, and measures of skewness are examples of statistical measures.

In the present study following statistical techniques were used in analysis of data: 1.Mean

2.Standard Deviation

3.Correlation Coefficient

3.14.1 MEAN

The most common measure is a central tendency. Mean is the value obtained by dividing the sum of measurement with the number of measurements contained in the data set and is denoted by the symbol \bar{X} . It is easy to calculate:

$$\bar{X} = A + \frac{\sum fd}{N}$$

Where, $d = (m - A)/i$ i.e., deviations are divided by class intervals i

A = Assumed Mean

N = The total frequency

3.14.2 STANDARD DEVIATION

The most generally used metric of dispersion is the standard deviation, which was first employed by Karl Pearson in 1893. The root square deviation is another name for it. The square root of the arithmetic mean of the square of deviation of the values taken from the mean is what it's called.

$$= \frac{\sum (X - \bar{X})^2}{N} \quad \text{OR} \quad \frac{\sum x^2}{N}$$

Where,

X = Individual observation

\bar{X} = Is the Arithmetic mean of the observations

N = Number of observations

3.14.3 CORRELATION COEFFICIENT

The measure of relationship is a method for determining the relationship between variables. The term "correlation" refers to a study that focuses solely on creating a data association without regard for the cause-and-effect relationship.

Under three criteria, Pearson's r is used to determine the correlation between two variables.

Both variables must be interval or ratio measures to begin with (i.e. attitudes scales, test scores).

Second, the relationship between the two variables must be linear, meaning that the data points must fall in a straight line.

The final requirement is that both variables have a regularly distributed distribution. "r" stands for Pearson's correlation coefficient for sample data. Pearson correlation coefficient values range from -1 to +1. There is no correlation between two variables if the coefficient of correlation is zero. The perfectly positive correlation, on the other hand, has a value of +1, while the perfectly negative correlation has a value of -1.

In the present study Karl Persons coefficient of correlation is used: r

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}} \quad \text{or} \quad r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

where,

$$x = (X - \bar{X})$$

$$y = (Y - \bar{Y})$$

σ_x = Standard deviation of X

σ_y = Standard deviation of Y

N = Number of observations

CHAPTER-4

DATA ANALYSIS AND RESULTS

According to R. C. Kothari. "Analysis of the data means studying the tabulated material to determine the inherent facts or meanings. It involves breaking up of complex parts into simpler parts & putting them in various arrangements for the purpose of interpretation. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among the groups." After the collection of data proper organization, calculation, administration of statistical operation & analysis of data are done to fulfil the objectives of research. The findings are then interpreted & discussed. By analysing, the meaning of statistical results of data is described; by interpretation, the finding of statistical operation is interpreted; & by discussion, the reasons related to the result of statistical operation of the data is discussed. In this chapter, the analysis & interpretation of the statistical findings & calculation applied on the data have been given. The analysed data have been presented in tabular forms which are followed by their interpretation. The analysis. result & interpretation of the data have been carried out in the order of the objectives & hypotheses.

Data is being represented & analysed as per objectives & hypothesis of the study.

Objective 1: To find out the level of anxiety among senior secondary school students in Lucknow City on the basis of

a) Gender

b) Type of School

Hypothesis 1.1: There is high level of anxiety among male students of senior secondary school of Lucknow city.

To study the objective 1 and verify hypothesis 1.1 data has been analyzed and grouped on the basis of Sinha's Comprehensive Anxiety Test norm table for boys and girls. Then it has been tabulated and presented in the following tables:

Table 4.1 TABLE SHOWING PERCENTAGE OF ANXIETY LEVEL OF THE MALE SENIOR SECONDARY SCHOOL STUDENTS

S.NO	CATEGORY	N	Percentage (%)
1.	High	114	38
2.	Normal	108	36
3.	Low	78	26

INTERPRETATION

Table 1.1 shows that out of a total 300 boys ,114 boys (38%) have high anxiety levels whereas 108 boys (36%) have Normal anxiety levels and 78 boys (28%) have low anxiety level. hypothesis number H1 is accepted., it is concluded that There is a high level of anxiety among male students of senior secondary school of Lucknow city. In the above graph it is shown that total of 114 boys (38%) have high anxiety level whereas 108 boys (36%) have Normal anxiety level and 78 boys (28%) have low anxiety level.

DISCUSSION

Thus, from the Above result it can be concluded that 38%of the senior secondary school male students have high anxiety level. This difference may be attributed to cultural practices in Indian society. Despite the context of domestic change brought about by globalization, underlying patriarchal structures persist wherein boys continue to face more pressure regarding their proper choice of vocation and future career whereas (36% that is 108 boys have Normal anxiety level were capable of adjusting and dealing with all pressures Whereas 28% students were having lower anxiety level that might be due to reverse of the above determinants

Hypothesis 1.2: There is a high level of anxiety among female senior secondary school students of Lucknow city.

Table 4.2 TABLE SHOWING PERCENTAGE OF ANXIETY LEVEL OF THE FEMALE SENIOR SECONDARY SCHOOL STUDENTS

S.NO	Category	N	Percentage
1.	High	77	25.66
2.	Normal	102	34
3.	Low	121	40.33

INTERPRETATION

Table 1.2 shows that a total 77 girls (25.66%) have high anxiety level whereas 102 girls (34 %) have normal anxiety level. Maximum number of girls 121 (40.33%) have low anxiety level. On the basis of the table it can be said that there is low level of anxiety among female senior secondary school students in Lucknow City. Thus, hypothesis 1.2 is rejected. In above graph it is shown that out of the total 300 girls 77 girls (25.66%) have high anxiety level whereas 102 girls (34%) have Normal anxiety level and 121 girls (40.33%) have low anxiety level.

DISCUSSION

Thus, from the Above result it can be concluded that 25.66% of the senior secondary school female students have high anxiety level, This may be true in the sense of social environment because pressure and high expectations from parents and home, teachers, school and society may result in the high level of anxiety whereas (34% that is 102 girls having Normal anxiety level were capable of adjusting and dealing with all pressures and 78 boys (28%) have low anxiety level . This result might indicate that anxiety interferes with school functioning only when an abnormal anxiety level is reached, whereas within the "normal" range, being more anxious does not automatically imply worse school functioning and indeed may to a certain extent be

motivating and enhancing to academic performance Whereas 121 girls 40.33% female students were having lower anxiety level due to reverse of the above determinants

Hypothesis 1.3: There is high level of anxiety among male government senior secondary school students of Lucknow city.

Table4.3 TABLE SHOWING PERCENTAGE OF ANXIETY LEVEL OF THE GOVERNMENT MALE SENIOR SECONDARY SCHOOL STUDENTS

S.NO	Category	N	Percentage
1.	High	60	40
2.	Normal	36	24
3.	Low	54	36

INTERPRETATION

Table 1.3 shows that a total 60 boys of Government Schools (40%) have high anxiety level whereas 36 boys (24%) have normal anxiety level and 54 boys (36%) have low anxiety level. On the basis of the table, 1.3 it can be said that there is high level of anxiety among male senior secondary school students of Government Schools in Lucknow City. Thus, the hypothesis 1.3 is accepted. In above graph it is shown that out of the total 150 government school boys 60 (40 %) have high anxiety level whereas 36 government school boys(24%) have Normal anxiety level and 54 (36%) have low anxiety level .

DISCUSSION

Thus, from the Above result it can be concluded that 40% of the senior secondary school government male students have high anxiety level ,This may be true because too much pressure of successful career and high expectations from parents and home,

teachers, school and society may result in the high level of anxiety. The most common sources of day-to-day stress for adolescents are changes in their body, academic stress, which includes exam fear, competition, preparing for examination, classwork preparation, type of syllabus and overwork, problems with peers, unsafe living environment whereas 24% that is 36 boys of government school having Normal anxiety level were capable of adjusting and dealing with all pressures due to positive attitude and management of emotions. Whereas 54% government male students were having lower anxiety level due to reverse of the above determinants.

Hypothesis 1.4: There is high level of anxiety among female government senior secondary school students of Lucknow city.

Table 4.4 TABLE SHOWING PERCENTAGE OF ANXIETY LEVEL OF THE GOVERNMENT FEMALE SENIOR SECONDARY SCHOOL STUDENTS

S.NO	CATEGORY	N	Percentage
1.	High	37	24.66
2.	Normal	36	24
3.	Low	77	51.33

INTERPRETATION

Table 1.4 shows that total 37 girls of Government Schools (24.66%) have high anxiety level whereas 36 girls (24%) have normal anxiety level whereas 77 girls of government senior secondary school have low anxiety level. On the basis of the table, it can be said that there is low level of anxiety among female senior secondary school students of Government Schools in Lucknow City. Thus hypothesis 1.4 is rejected. Out of the total 150 government school girls 37 (24.66) have high anxiety level whereas 36 government

school girls (24%) have Normal anxiety level and 77 (51.33%) have low anxiety levels.

DISCUSSION

Thus, from the Above result it can be concluded that 24.66% of the senior secondary school female students have high anxiety level ,This may be true because too much pressure of successful career and high expectations from parents and home, teachers, school and society may result in the high level of anxiety whereas 24%that is 36 girls of government school having Normal anxiety level were capable of adjusting and dealing with all pressures due to positive attitude and management of emotions Whereas 51.33% female students were having low anxiety level due to reverse of the above determinants.

Hypothesis 1.5: There is a high level of anxiety among male students of private senior secondary school of Lucknow city.

Table 4.5 TABLE SHOWING PERCENTAGE OF ANXIETY LEVEL OF THE PRIVATE MALE SENIOR SECONDARY SCHOOL STUDENTS

S.NO	Category	N	Percentage
1.	High	57	38
2.	Normal	72	48
3.	Low	21	14

INTERPRETATION

Table 1.5 that total 57 boys of Private Schools (38%) have high anxiety level whereas 72 boys (48%) have normal anxiety level.On the basis of the table, it can be said that

there is Normal level of anxiety among male private senior secondary school students of Schools in Lucknow City. Thus, hypothesis 1.4 is rejected. It is shown that out of the total 150 private school male 57 (38%) have high anxiety level whereas 72 private school boys (48%) have Normal anxiety level and 21 (14%) have low anxiety level.

DISCUSSION

Thus, from the Above result it can be concluded that 38% of the private senior secondary school male students have high anxiety level, This anxiety is related to students competition with their classmates and reduction in standards of educational performance, assignments, examinations This may be true because too much pressure of successful career and high expectations from parents and home, teachers, school and society may result in the high level of anxiety whereas 48% that is 72 boys of government school having Normal anxiety level were capable of adjusting and dealing with all pressures may be due to positive attitude and management of emotions Whereas 14% students were having low anxiety level due to reverse of the above determinants.

Hypothesis 4.6: There is a high level of anxiety among female students of private senior secondary school of Lucknow city.

Table4.6. TABLE SHOWING PERCENTAGE OF ANXIETY LEVEL OF THE PRIVATE FEMALE SENIOR SECONDARY SCHOOL STUDENTS

S.NO	Category	N	Percentage
1.	High	40	26.66
2.	Normal	66	44
3.	Low	44	29.33

INTERPRETATION

Table 1.6 shows that a total of 40 girls of Private Schools (26.66%) have high anxiety level whereas 66 girls (44%) have normal anxiety level. 44 girls (29.33%) have low anxiety level. On the basis of the table, it can be said that there is a Normal level of anxiety among female private senior secondary school students of Schools in Lucknow City. Thus, the hypothesis 1.5 is rejected. It is shown that out of the total 150 private school females 40 (26.66%) have high anxiety level whereas 66 private school girls (44%) have Normal anxiety level and 44 (29.33%) have low anxiety level.

DISCUSSION

Thus, from the Above result it can be concluded that 26.66% of the private senior secondary school female students have high anxiety level, whereas 44% that is 66 girls of private school having Normal anxiety level that can cause positive motivation for improvement of educational functioning and can be adaptive and helpful to their everyday life. Whereas 29.33% girls of private senior secondary school were having low anxiety level.

Objective 2: To find out the different learning styles (enactive, figural and verbal learning style) of senior secondary school students of Lucknow city on the basis of

- a. Gender
- b. Type of school

To study objective 2 and related Hypothesis, 2.1 mean score of Learning Styles has been compared based on K S Mishra's learning style inventory.

Hypothesis 2.1: The enactive learning style is high among the male Senior Secondary School students of Lucknow city.

Table 4.7 TABLE SHOWING THE MEAN SCORES OF LEARNING STYLES OF MALE STUDENTS OF SENIOR SECONDARY SCHOOL

Table 2.1

S.NO	Learning Styles of Male Students	N	Mean Score
1.	Enactive Learning Style	300	51.26
2.	Figural Learning Style	300	51.84
3.	Verbal Learning Style	300	54.30

INTERPRETATION

Table 2.1 shows that the mean score for Enactive Learning Style, Figural Learning Style and Verbal Learning Style is 51.26, 51.84 and 54.30 respectively. On the basis of the table it can be said that verbal learning style is high among male senior secondary school students of Schools in Lucknow City. Thus hypothesis 2.1 is rejected. It is shown that out of the total 300 male students Enactive Learning Style, Figural Learning Style and Verbal Learning Style is 51.26, 51.84 and 54.30 respectively.

DISCUSSION

Thus, from the above result it can be concluded that 51.26 students show preference for enactive learning style where they prefer action based concrete experiences through imitation and practice, whereas 51.84 students prefer figural learning style that related to visual experiences through making diagrams charts, maps etc. 54.30 male students prefer verbal learning style that refers more inclination towards written and spoken information in conceptualization.

Hypothesis 2.2: The enactive learning style is high among the female Senior Secondary School students of Lucknow city.

Table 4.8 TABLE SHOWING THE MEAN SCORES OF LEARNING STYLES OF FEMALE STUDENTS OF SENIOR SECONDARY SCHOOL

S.NO	Learning Styles of Female Students	N	Mean Score
1.	Enactive Learning Style	300	51.67
2.	Figural Learning Style	300	52.41
3.	Verbal Learning Style	300	52.71

INTERPRETATION

Table 2.2 shows that the mean score for Enactive Learning Style, Figural Learning Style and Verbal Learning Style of senior secondary school females is 51.67, 52.41 and 52.71 respectively. On the basis of these mean scores, it can be said that Verbal Learning style is high among the female senior secondary school students of Lucknow city. On the basis of the table 2.2, it can be said that verbal learning style is high among female senior secondary school students of Schools in Lucknow City. Thus, the hypothesis 2.2 is rejected. It is shown that out of the total 300 male students Enactive Learning Style, Figural Learning Style and Verbal Learning Style is 51.67, 52.41 and 52.71 respectively.

DISCUSSION

Thus, from the Above result it can be concluded that 51.67 students show preference for enactive learning style where they prefer action based concrete experiences through imitation and practice, whereas 52.41 students prefer figural learning style that is related to visual experiences through making diagrams charts, maps etc. 52.71 male students prefer verbal learning style that refers more inclination towards written and spoken information in conceptualization.

Hypothesis 2.3: The enactive learning style is high among the government Senior Secondary School students of Lucknow city

Table 4.9 TABLE SHOWING THE MEAN SCORES OF LEARNING STYLES OF GOVERNMENT STUDENTS OF SENIOR SECONDARY SCHOOL

S.NO	Learning Styles of Government School Students	N	Mean Score
1.	Enactive Learning Style	300	51.52
2.	Figural Learning Style	300	51.95
3.	Verbal Learning Style	300	53.69

INTERPRETATION

Table 2.3 shows that the mean score for Enactive Learning Style, Figural Learning Style and Verbal Learning Style is 51.52, 51.95 and 53.69 respectively . On the basis of these mean scores it can be said that Verbal Learning style is high among the government senior secondary school students of Lucknow city. On the basis of the table2.3, it can be said that verbal learning style is high among government senior secondary school students of Lucknow City. Thus, hypothesis 2.3 is rejected. In the above graph it is shown that out of the total 300 government school students Enactive Learning Style, Figural Learning Style and Verbal Learning Style is 51.52, 51.95 and 53.69 respectively.

DISCUSSION

Thus, from the Above result it can be concluded that 51.52 government senior secondary students show preference for enactive learning style where they prefer action based concrete experiences through imitation and practice, whereas 51.95 senior secondary students prefer figural learning style that is related to visual experiences through making diagrams charts, maps etc.53.69 government senior secondary school

students prefer verbal learning style that refers more inclination towards written and spoken information in conceptualization.

Hypothesis 2.4: The enactive learning style is high among the private Senior Secondary School students of Lucknow city

Table 4.10 TABLE SHOWING THE MEAN SCORES OF LEARNING STYLES OF PRIVATE STUDENTS OF SENIOR SECONDARY SCHOOL

S.NO	Learning Styles of Private School Students	N	Mean Score
1.	Enactive Learning Style	300	51.42
2.	Figural Learning Style	300	52.29
3.	Verbal Learning Style	300	53.32

INTERPRETATION

Table 2.4 shows that the mean score for Enactive Learning Style, Figural Learning Style and Verbal Learning Style is 51.42, 52.29 and 53.32 respectively. On the basis of these mean scores, it can be said that Verbal Learning style is high among the private senior secondary school students of Lucknow city. On the basis of the table 2.4, it can be said that verbal learning style is high among private senior secondary school students of Lucknow City. Thus, the hypothesis 2.4 is rejected. It is shown that out of the total 300 private school students Enactive Learning Style, Figural Learning Style and Verbal Learning Style is 51.52, 51.95 and 53.69 respectively.

DISCUSSION

Thus, from the Above result it can be concluded that 51.52 government senior secondary students show preference for enactive learning style where they prefer action based concrete experiences, learning by doing through imitation and practice, whereas

51.95 senior secondary students prefer figural learning style that is related to visual experiences through making diagrams charts, maps etc. 53.69 government senior secondary school students prefer verbal learning style that refers more inclination towards written and spoken information in conceptualization.

Objective 3: To find out the level of Self-Concept of Senior Secondary School students of Lucknow city on the basis of

- a) gender
- b) type of school

Hypothesis 3.1: The self-concept of male senior secondary school students of Lucknow city is high.

Table 4.11 TABLE SHOWING THE PERCENTGE OF SELF CONCEPT OF MALE STUDENTS OF SENIOR SECONDARY SCHOOL

S.NO	Self-Concept of Male Students	N	Percentage
1.	High	196	65.33
2.	Low	104	34.66

INTERPRETATION

Table shows that 196 students (65.33%) out of 300 students have high Self-Concept, whereas 104 Students have low Self-Concept. On the basis of this it can be said that the Self-Concept of senior secondary school male students of Lucknow City is high. Thus hypothesis 3.1 is accepted in the case of male students.

DISCUSSION

Thus, from the Above result it can be concluded that 65.33% male senior secondary students have high self-concept .34.66% male senior secondary students have low self- concept. The males have a high self-concept and thus positively interact with their environment that enhances their behaviour, school status ,happiness and satisfaction. They gain popularity as they portray positive attributes that overall sculpt their physical appearance.

Hypothesis 3.2: The self-concept of female senior secondary school students of Lucknow city is high.

Table 4.12 TABLE SHOWING THE PERCENTGE OF SELF CONCEPT OF FEMALE STUDENTS OF SENIOR SECONDARY SCHOOL

S.NO	Self-Concept of Female Students	N	Percentage
1.	High	184	61.33
2.	Low	116	38.66

INTERPRETATION

Table shows that 184 female students (61.33%) out of 300 female students have high Self-Concept, whereas 116 female students have low Self-Concept. On the basis of this it can be said that the Self-Concept of senior secondary school female students of Lucknow City is high. Thus hypothesis 3.2 is accepted in case of female students also

.Table 3.2 shows that 184 female students (61.33%) out of 300 female students have high Self-Concept, whereas 116 38.66 % female students have low Self-Concept. On the basis of this it can be said that the Self-Concept of senior secondary school female students of Lucknow City is high. Thus hypothesis 3.2 is accepted in the case of female students also.

DISCUSSION OF RESULT

Thus, from the Above result it can be concluded that 61.33% male senior secondary students have high self-concept .38.66% female senior secondary students have low self-concept. These 184 female students having positive self-concept leads them to believe that they will succeed at a task and likely they behave in the ways that ultimately leads to success. They have positive outlook and high self confidence

Hypothesis 3.3: The self-concept of government senior secondary school students of Lucknow city is high.

Table 4.13 TABLE SHOWING THE PERCENTGE OF SELF CONCEPT OF GOVERNMENT STUDENTS OF SENIOR SECONDARY SCHOOL

S.NO	Self-Concept of Government School Students	N	Percentage
1.	High	175	58.33
2.	Low	125	41.66

INTERPRETATION

Table shows that 175 government schools students (58.33%) out of 300 students have high Self-Concept, whereas 125 Students have low Self-Concept. On the basis of this it can be said that the Self-Concept of senior secondary government schools students of Lucknow City is high. Thus hypothesis 3.3 is accepted in case of government school students.

DISCUSSION

Thus, from the Above result it can be concluded that 58.33% male senior secondary students have high self-concept 41.66% government senior

secondary students have low self-concept. These 175 students having positive self-concept might have got the positive and constructive environment where students were free to develop their basic self and understand their inner self and worth. This knowledge of self helps them to utilize their potentialities and foster their emotions thus leading to happiness and satisfaction.

Hypothesis 3.4: The self-concept of private senior secondary school students of Lucknow city is high

Table 4.14 **TABLE SHOWING THE PERCENTGE OF SELF CONCEPT OF PRIVATE STUDENTS OF SENIOR SECONDARY SCHOOL**

S.NO	Self-Concept of Private School Students	N	Percentage
1.	High	186	62
2.	Low	114	38

INTERPRETATION

Table shows that 186 private schools students (62%) out of 300 students have high Self-Concept, whereas 114 Students 38% have low Self-Concept. On the basis of this it can be said that the Self-Concept of senior secondary government schools students of Lucknow City is high. Thus hypothesis 3.4 is accepted in case of private school students

DISCUSSION

Thus, from the above result it can be concluded that 62% male senior secondary students have high self-concept and 38% private senior secondary students have low self-concept. These 186 students having positive self-concept might have been motivated to participate in scholastic co curricular and diversified activities thus getting an open and creative environment that inculcate feeling of security, self- acceptance, self-confidence etc. in children which help in nurturing their Self Concept got the positive and constructive environment where students were free to develop their basic self and understand their inner self and worth. This knowledge of self helps them to utilize their potentialities and foster their emotions thus leading to happiness and satisfaction.

Objective 4: To find out the relation between Academic Achievement and the level of anxiety of students of senior Secondary School students of Lucknow city on the basis of:

- a) Gender
- b) type of school

To study objective 4 and related Hypothesis, Pearson Correlation has been used.

Hypothesis 4.1: There is no significant relationship between academic achievement and level of anxiety among male students of senior secondary schools of Lucknow city.

Table 4.15 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND ANXIETY LEVEL OF MALE STUDENTS OF SENIOR SECONDARY SCHOOL

Male Students	N	Mean	Sd	r
Anxiety	300	20.85	6.42	.716
Academic Achievement	300	69.14	8.44	

INTERPRETATION

Table shows that the mean values of scores of Anxiety and Academic Achievement

of male students of senior secondary schools are 20.85 and 69.85 respectively with Sd value of 6.40 and 8.34 respectively. „r“ value is .716 which is between 0 to +1 and closer to +1 which means that Anxiety and Academic Achievement are positively correlated and this relation is strong and significant. Thus Hypothesis 4.1 is rejected.

DISCUSSION

Thus, from the Above result it can be concluded that There is a positive correlation between academic achievement of male senior secondary school students of Lucknow city this finding signifies that higher the degree of anxiety the higher the academic achievement is. The plausible explanation is that sometimes higher anxiety level is more helpful in adjusting to different situations of life and positively influences the academic achievement. Cognitive anxiety helps male students in their academic achievement as they work hard being aware of all-round immense competition and varied expectations of everyone concerned.

.. **Hypothesis 4.2:** There is no significant relationship between academic achievement and level of anxiety among female students of senior secondary schools of Lucknow city.

Table4.16 TABLE SHOWING THE RELATIONSHIP
BETWEENACADEMIC ACHIEVEMENT AND ANXIETY LEVEL OF
FEMALE STUDENTS OF SENIOR SECONDARY SCHOOL

Female Students	N	Mean	Sd	r
Anxiety	300	20.86	6.41	.251
Academic Achievement	300	70.56	8.20	

INTERPRETATION

Table shows that the mean values of score of Anxiety and Academic Achievement of female students of senior secondary government schools are 20.86 and 70.56 respectively with Sd value of 6.41 and 8.20 respectively. „r“ value is .251 which is between 0 to +1 and closer to 0 which means that Anxiety and Academic Achievement are positively correlated and this relation is negligible and not significant. Thus Hypothesis 4.2 is rejected

DISCUSSION

In this finding there is positive but negligible and not significant relationship between Academic Achievement and level of Anxiety among senior secondary school female students. the higher the degree of anxiety the higher the academic achievement is. The plausible explanation is that higher anxiety level helps in adjusting to different situations of life and positively influences academic achievement. The performance anxiety helps female students in their academic achievement as they work hard, might be having organized study habits thus leading to increased level of concentration and motivation. Moreover, anxiety level instead of being a barrier acted as a boon to achieve success on the academic front.

Hypothesis 4.3: There is no significant relationship between academic achievement and level of anxiety among government students of senior secondary schools of Lucknow city.

Table 4.17 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND ANXIETY LEVEL OF STUDENTS OF GOVERNMENT SENIOR SECONDARY SCHOOL

Government School Students	N	Mean	Sd	r
Anxiety	300	20.06	7.34	.733
Academic Achievement	300	68.20	8.64	

INTERPRETATION

Table shows that the mean values of score of Anxiety and Academic Achievement of students of government senior secondary schools are 20.06 and 68.20 respectively with Sd value of 7.34 and 8.64 respectively. „r“ value is .733 which is between 0 to +1 and closer to +1 which means that Anxiety and Academic Achievement are positively correlated but this relation is positive and not significant. Thus Hypothesis 4.3 is accepted.

DISCUSSION

It means that there is a positive and non-significant relationship between Academic Achievement and level of Anxiety among senior secondary government school students. The result indicates that when the level of anxiety increases the academic achievement increases and vice-versa. This may be true in the sense of social environment because pressure and high expectations from parents and home, teachers, school and society may result in the high level of anxiety which leads to an increase in academic achievement. Another reason may be increased competition at every step in every field of society. Academic achievement is being judged by grade and numbers nowadays. In this current scenario the potentialities and capabilities of the students, leads to orient them towards „understanding“ which is the second level of cognitive domains. It results in higher level of achievement at the academic front.

Hypothesis 4.4: There is no significant relationship between academic achievement and level of anxiety among private students of senior secondary schools of Lucknow city.

Table4.18 TABLE SHOWING THE RELATIONSHIP
BETWEEN ACADEMIC ACHIEVEMENT AND ANXIETY LEVEL OF
STUDENTS OF PRIVATE SENIOR SECONDARY SCHOOL

Private School Students	N	Mean	Sd	r
Anxiety	300	21.65	5.20	.212
Academic Achievement	300	71.50	7.59	

INTERPRETATION

Table shows that the mean values of scores of Anxiety and Academic Achievement of students of senior secondary private schools are 21.65 and 71.50 respectively with Sd value of 5.20 and 7.59 respectively. „r“ value is .212 which is between 0 to +1 and closer to 0 It means that there is positive but negligible and not significant relationship between Academic Achievement and level of Anxiety among senior secondary private school students. Thus Hypothesis 4.4 is accepted.

DISCUSSION

It means that there is a positive but negligible and not significant relationship between Academic Achievement and level of Anxiety among senior secondary private school students. The result indicates that when the level of anxiety increases the academic achievement increases and vice-versa. The students of private senior secondary school students have more of cognitive anxiety that has academic stress, fear of success or failure in education, work, money choice of occupation, family anxiety, anxiety regarding friendship and love, social relationships and social approval, worries regarding the future. all these problems prepare and motivate the students to quit their guilt and shame, psychological manifestation and other issues faced by them in everyday life and work hard to achieve success in their academic performance.

Objective 5: To find out the different learning styles (enactive, figural and verbal learning style) of senior secondary school students of Lucknow city on the basis of

a) Gender

b) type of school

To study objective 5 and related hypotheses, Pearson Correlation has been used.

Hypothesis 5.1: There is no significant relation between academic achievement and enactive learning style of male senior secondary school students.

**Table4.19 TABLE SHOWING THE RELATIONSHIP
BETWEENACADEMIC ACHIEVEMENT AND ENACTIVE
LEARNING STYLE OF MALE STUDENTS OF SENIOR SECONDARY
SCHOOL**

Male Students	N	Mean	Sd	r
Enactive Learning Style	300	51.46	8.26	.012
Academic Achievement	300	69.14	8.44	

INTERPRETATION

Table shows that the mean values of scores of Learning Styles and Academic Achievement of students of senior secondary schools are 51.46 and 69.14 respectively with Sd value of 8.26 and 8.44 respectively. „r“ value is .012 which is between 0 and +1 and is closer to +0. It means that there is positive but negligible and not significant relation between Academic Achievement and Enactive Learning Style of male senior secondary school students. r“ value is .012 which is between 0 and +1 and is closer to +0. It means that there is positive but negligible and not significant relation between Academic Achievement and Enactive Learning Style of male senior secondary school students. Thus on the basis of the above discussion, hypothesis 5.1is accepted.

DISCUSSION

it is evident that the value of „r“ is 0.12 between academic achievement and enactive learning style. It shows a positive but negligible and not significant relation between academic achievement and enactive learning style. As the value of „r“ is not significant at any level of significance; hence the hypothesis stating that, “there is no significant relationship between academic achievement and enactive learning style,of male senior secondary school is accepted. It indicates that there is a correlation existing between academic achievement and enactive style of learning and yes, it is a positive correlation, but it does not play major role in determining the academic achievement

Hypothesis 5.2: There is no significant relation between academic achievement and enactive learning style of female senior secondary school students.

Table 4.20 1TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND ENACTIVE LEARNING STYLE OF MALE STUDENTS OF SENIOR SECONDARY SCHOOL

Female Students	N	Mean	Sd	r
Enactive Learning Style	300	51.46	8.26	.007
Academic Achievement	300	70.56	8.20	

INTERPRETATION

Table shows that the mean values of scores of Learning Styles and Academic Achievement of students of senior secondary schools are 51.46 and 70.56 respectively with Sd value of 8.26 and 8.20 respectively. „r“ value is .007 which is between 0 and +1 and is closer to +0. It means that there is positive but negligible and not significant relation between Academic Achievement and Enactive Learning Style of female senior secondary school students. r“ value is .007 which is between 0 and +1 and is closer to +0. It means that there is positive but negligible and not significant relation between Academic Achievement and Enactive Learning Style of female senior secondary school students. Thus on the basis of the above discussion, hypothesis 5.2 is accepted.

DISCUSSION

It is evident from the result that the value of „r“ is 0.007 between academic achievement and enactive learning style of female senior secondary school students. It shows a positive but negligible and not significant relation between academic achievement and enactive learning style. As the value of „r“ is not significant at any level of significance; hence the hypothesis stating that, “there is no significant

relationship between academic achievement and enactive learning style, of female senior secondary school is accepted. It indicates that there is a correlation existing between academic achievement and enactive style of learning and yes, it is a positive correlation, but it does not play a major role in determining academic achievement

Hypothesis 5.3: There is no significant relation between academic achievement and enactive learning style of government senior secondary school students.

Table 4.21 **TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND ENACTIVE LEARNING STYLE OF STUDENTS OF GOVERNMENT SENIOR SECONDARY SCHOOL**

Government School Students	N	Mean	Sd	r
Enactive Learning Style	300	51.52	8.44	.012
Academic Achievement	300	68.20	8.64	

INTERPRETATION

Table shows that the mean values of scores of Enactive Learning Style and Academic Achievement of students of senior secondary government schools are 51.52 and 68.20 respectively with Sd value of 8.44 and 8.64 respectively. „r“ value is .012 which is between 0 and +1 and is closer to +0. It means that there is positive but negligible and not significant relation between Academic Achievement and Enactive Learning Style of government senior secondary school student r“ value is .012 which is between 0 and +1 and is closer to +0. It means that there is positive but negligible and not significant relation between Academic Achievement and Enactive Learning Style of government senior secondary school students. Thus on the basis of above discussion, hypothesis 5.3 is accepted.

DISCUSSION

It is evident that the value of „r“ is 0.12 between academic achievement and enactive learning style. It shows a positive but negligible and not significant relation between

academic achievement and enactive learning style. As the value of „r“ is not significant at any level of significance; hence the hypothesis stating that, “there is no significant relationship between academic achievement and enactive learning style, of government senior secondary school is accepted. It indicates that there is a correlation existing between academic achievement and enactive style of learning and yes, it is a positive correlation, but it does not play a major role in determining academic achievement.

Hypothesis 5.4: There is no significant relation between academic achievement and enactive learning style of private senior secondary school students.

Table 4.22 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND ENACTIVE LEARNING STYLE OF STUDENTS OF PRIVATE SENIOR SECONDARY SCHOOL

Private School Students	N	Mean	Sd	r
Enactive Learning Style of Students	300	51.41	8.09	.04
Academic Achievement	300	71.50	7.70	

INTERPRETATION

Table shows that the mean values of scores of Enactive Learning Style and Academic Achievement of students of senior secondary private schools are 51.41 and 71.50 respectively with Sd value of 8.09 and 7.70 respectively. „r“ value is .04 which is between 0 and +1 and is closer to +0. It means that there is a positive but negligible and not significant relation between Academic Achievement and Enactive Learning Style of private senior secondary school students „r“ value is .04 which is between 0 and +1 and is closer to +0. It means that there is positive but negligible and not significant relation between Academic Achievement and Enactive Learning Style of private senior

secondary school students. Thus on the basis of the above discussion, hypothesis 5.4 is accepted.

DISCUSSION

It is evident that the value of „r“ is 0.04 between academic achievement and enactive learning style. It shows a positive but negligible and not significant relation between academic achievement and enactive learning style. As the value of „r“ is not significant at any level of significance; hence the hypothesis stating that, “there is no significant relationship between academic achievement and enactive learning style, of private senior secondary school is accepted. It indicates that there is a correlation existing between academic achievement and enactive style of learning and yes, it is a positive correlation, but it does not play a major role in determining academic achievement

Hypothesis 5.5: There is no significant relation between academic achievement and figural learning style of male senior secondary school students.

Table 4.23 **TABLE** **SHOWING** **THE** **RELATIONSHIP**
BETWEEN ACADEMIC **ACHIEVEMENT** **AND** **FIGURAL**
LEARNING STYLE OF MALE STUDENTS **OF** **SENIOR**
SECONDARY SCHOOL

Male Students	N	Mean	Sd	r
Figural Learning Styles	300	52.12	7.39	.037
Academic Achievement	300	69.14	8.44	

INTERPRETATION

Table shows that the mean values of scores of Figural Learning Style and Academic Achievement of male students of senior secondary schools are 52.12 and 69.14 respectively with Sd value of 7.39 and 8.44 respectively. „r“ value is .037 which is between 0 and +1 and is closer to +0. It means that there is a positive but negligible and not significant relation between Academic Achievement and Figural Learning Style of male senior secondary school students. r“ value is .037 which is between 0 and +1 and

is closer to 0. It means that there is a positive but negligible and non-significant relation between Academic Achievement and Figural Learning Style of male senior secondary school students. Thus, on the basis of the above discussion, hypothesis 5.5 is accepted.

DISCUSSION

it is evident that the value of „r“ is 0.12 between academic achievement and enactive learning style. It shows a positive but negligible and non-significant relation between academic achievement and enactive learning style. As the value of „r“ is not significant at any level of significance; hence the hypothesis stating that, “there is no significant relationship between academic achievement and enactive learning style, of male senior secondary school is accepted. It indicates that there is a correlation existing between academic achievement and enactive style of learning and yes, it is a positive correlation, but it does not play a major role in determining academic achievement

Hypothesis 5.6: There is no significant relation between academic achievement and figural learning style of female senior secondary school students.

Table 4.24 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND FIGURAL LEARNING STYLE OF FEMALE STUDENTS OF SENIOR SECONDARY SCHOOL

Female Students	N	Mean	Sd	r
Figural Learning Styles	300	52.12	7.39	.012
Academic Achievement	300	70.56	8.20	

INTERPRETATION

Table shows that the mean values of scores of Figural Learning Style and Academic Achievement of female students of senior secondary schools are 52.12 and 70.56 respectively with Sd value of 7.39 and 8.20 respectively. „r“ value is .012 which is between 0 and +1 and is closer to +0. It means that there is positive but negligible and not significant relation between Academic Achievement and Figural Learning Style

of female senior secondary school students. r'' value is .012 which is between 0 and +1 and is closer to +0. It means that there is positive but negligible and not significant relation between Academic Achievement and Figural Learning Style of female senior secondary school students. Thus, on the basis of the above discussion of table 5.7 hypothesis 5.6 is accepted.

DISCUSSION

it is evident that the value of „ r'' is 0.12 between academic achievement and enactive learning style. It shows a positive but negligible and not significant relation between academic achievement and figural learning style. As the value of „ r'' is not significant at any level of significance; hence the hypothesis stating that, “there is no significant relationship between academic achievement and enactive learning style, of female senior secondary school is accepted. It indicates that there is a correlation existing between academic achievement and enactive style of learning and yes, it is a positive correlation, but it does not play a major role in determining academic achievement

Hypothesis 5.7: There is no significant relation between academic achievement and figural learning style of government senior secondary school students.

Table 4.25 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND FIGURAL LEARNING STYLE OF STUDENTS OF GOVERNMENT SENIOR SECONDARY SCHOOL

Government School Students	N	Mean	Sd	r
Figural Learning Styles of Students	300	51.95	7.41	.613
Academic Achievement	300	68.20	8.64	

INTERPRETATION

Table shows that the mean values of scores of Figural Learning Style and Academic Achievement of students of senior secondary government schools are 51.95 and 68.20 respectively with Sd value of 7.41 and 8.64 respectively. „r“ value is .613 which is between 0 and +1 and is closer to +1. It means that there is a positive strong and significant relation between Academic Achievement and Figural Learning Style of government senior secondary school students. r“ value is .613 which is between 0 and +1 and is closer to +1. It means that there is a positive strong and significant relation between Academic Achievement and Figural Learning Style of government senior secondary school students. Thus, on the basis of the above discussion, table hypothesis 5.7 is rejected.

DISCUSSION

It is evident that the value of „r“ is .613 between academic achievement and figural learning style of government senior secondary school. It shows a positive and significant relation between academic achievement and figural learning style. As the value of „r“ is significant hence the hypothesis stating that, “there is no significant relationship between academic achievement and figural learning style, of government senior secondary school is accepted. It indicates that there is a correlation existing between academic achievement and figural style of learning and yes, it is a positive correlation, and plays an important role in academic achievement

Hypothesis 5.8: There is no significant relation between academic achievement and figural learning style of private senior secondary school students.

Table 4.26 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND FIGURAL LEARNING STYLE OF STUDENTS OF PRIVATE SENIOR SECONDARY SCHOOL

Private School Students	N	Mean	Sd	r
Figural Learning Styles of Students	300	52.29	7.38	.238
Academic Achievement	300	71.50	7.70	

INTERPRETATION

Table shows that the mean values of scores of Figural Learning Style and Academic Achievement of students of senior secondary private schools are 52.29 and 71.50 respectively with Sd value of 7.38 and 7.70 respectively. „r“ value is .2383 which is between 0 and +1 and is closer to +0. r“ value is .2.383. It means that there is positive but negligible and not significant relation between Academic Achievement and Figural Learning Style of private senior secondary school students. Thus, on the basis of the above discussion, table hypothesis 5.8is accepted.

DISCUSSION

it is evident that the value of „r“ is .238 between academic achievement and figural learning style of private senior secondary school. It shows a positive but negligible and not significant relation between academic achievement and figural learning style. As the value of „r“ is not significant at any level of significance; hence the hypothesis stating that, “there is no significant relationship between academic achievement and figural learning style, of private senior secondary school is accepted. It indicates that there is a correlation existing between academic achievement and enactive style of learning and yes, it is a positive correlation, but it does not play a major role in determining academic achievement

Hypothesis 5.9: There is no significant relation between academic achievement and verbal learning style of male senior secondary school students.

Table 4.27 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND VERBAL LEARNING STYLE OF STUDENTS OF MALE SENIOR SECONDARY SCHOOL

Male Students	N	Mean	Sd	r
Verbal Learning Style	300	53.50	8.29	-.031
Academic Achievement	300	69.14	8.44	

INTERPRETATION

Table shows that the mean values of scores of Verbal Learning Style and Academic Achievement of male students of senior secondary schools are 53.50 and 69.14 respectively with Sd value of 8.29 and 8.44 respectively. „r“ value is -.031 which is between 0 and -1 and is closer to 0. This means that there is a negative but negligible and not significant relation between Academic Achievement and Verbal Learning Style of male senior secondary school students. „r“ value is -.031 which is between 0 and -1 and is closer to +0. It means that there is negative but negligible and not significant relation between Academic Achievement and Verbal Learning Style of male senior secondary school students. Thus, on the basis of the above discussion, table hypothesis

5.9 is accepted.

DISCUSSION

It is evident that the value of „r“ is -.031 between academic achievement and verbal learning style of private senior secondary school. It shows a positive but negligible and not significant relation between academic achievement and figural learning style. As the value of „r“ is not significant at any level of significance; hence the hypothesis stating that, “there is no significant relationship between academic achievement and figural learning style, of private senior secondary school is accepted. It indicates that there is a correlation existing between academic achievement and verbal style of learning and, it is a negative correlation, but it does not play a major role in determining academic achievement

Hypothesis 5.10: There is no significant relation between academic achievement and verbal learning style of female senior secondary school students.

Table 4.28 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND VERBAL LEARNING STYLE OF FEMALE STUDENTS OF SENIOR SECONDARY SCHOOL

Female Students	N	Mean	Sd	r
Verbal Learning Style	300	53.50	8.29	.118
Academic Achievement	300	70.56	8.20	

INTERPRETATION

Table shows that the mean values of scores of Verbal Learning Style and Academic Achievement of female students of senior secondary schools are 53.50 and 70.56 respectively with Sd value of 8.29 and 8.20 respectively. „r“ value is .118 which is between 0 and +1 and is closer to +0. It means that there is positive but negligible and not significant relation between Academic Achievement and Verbal Learning Style of female senior secondary school students. Thus, on the basis of the above discussion, table hypothesis 5.10 is accepted.

DISCUSSION

It is evident that the value of „r“ is .118 between academic achievement and verbal learning style of female senior secondary school students. It shows a positive but negligible and not significant relation between academic achievement and figural learning style. As the value of „r“ is not significant at any level of significance; hence the hypothesis stating that, “there is no significant relationship between academic achievement and figural learning style, of female senior secondary school is accepted. It indicates that there is a correlation existing between academic achievement and verbal style of learning and yes, it is a positive correlation, but it does not play a major role in determining academic achievement

Hypothesis 5.11: There is no significant relation between academic achievement and verbal learning style of government senior secondary school students.

Table 4.29 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND VERBAL LEARNING STYLE OF STUDENTS OF GOVERNMENT SENIOR SECONDARY SCHOOL

Government School Students	N	Mean	Sd	r
Verbal Learning Style of Students	300	53.69	8.12	.637
Academic Achievement	300	68.20	8.64	

INTERPRETATION

Table shows that the mean values of scores of Verbal Learning Style and Academic Achievement of students of senior secondary government schools are 53.69 and 68.20 respectively with Sd value of 8.12 and 8.64 respectively. „r“ value is .637 which is between 0 and +1 and is closer to +1. It means that there is positive strong and significant relation between Academic Achievement and Verbal Learning Style of senior secondary government school students. Thus, on the basis of the above discussion, table hypothesis 5.11 is rejected.

DISCUSSION

It is evident that the value of „r“ is .637 between academic achievement and verbal learning style of government senior secondary school. It shows positive but negligible and significant relation between academic achievement and verbal learning style.; hence the hypothesis stating that, “there is no significant relationship between academic achievement and verbal learning style, of government senior secondary school is rejected It indicates that there is a correlation existing between academic achievement and verbal style of learning and yes, it is a positive correlation, and it has a role in determining academic achievement

Hypothesis 5.12: There is no significant relation between academic achievement and verbal learning style of private senior secondary school students.

Table 4.30 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND VERBAL LEARNING STYLE OF STUDENTS OF PRIVATE SENIOR SECONDARY SCHOOL

Private School Students	N	Mean	Sd	r
Verbal Learning Style of Students	300	53.32	8.47	.734
Academic Achievement	300	71.50	7.70	

INTERPRETATION

Table shows that the mean values of scores of Verbal Learning Style and Academic Achievement of students of senior secondary private schools are 53.32 and 71.50 respectively with Sd value of 8.47 and 7.70 respectively. „r“ value is .734 which is between 0 and +1 and is closer to +1. It means that there is a positive strong and - significant relation between Academic Achievement and Verbal Learning Style of senior secondary government school students. Thus on the basis of above discussion of table hypothesis 5.12 is rejected

DISCUSSION

It is evident that the value of „r“ is. .637 between academic achievement and verbal learning style of private senior secondary school. It shows a positive but negligible and not significant relation between academic achievement and verbal learning style. As the value of „r“ is not significant at any level of significance; hence the hypothesis stating that, “there is no significant relationship between academic achievement and verbal learning style, of private senior secondary school is accepted. It indicates that there is a correlation existing between academic achievement and verbal style of learning and yes, it is a positive correlation, and it has role in determining academic achievement

Objective 6: To find out the relationship between academic achievement and the level of self-concept of senior secondary school students of Lucknow city on the basis of

- a. gender
- b. type of school

To study the objective 6 and related Hypothesis, Pearson Correlation has been calculated.

Hypothesis 6.1: There is no significant relationship between academic achievement and the self- concept of male senior secondary school students of Lucknow city

Table 4.31 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND SELF CONCEPT OF MALE STUDENTS OF SENIOR SECONDARY SCHOOL

Male Students	N	Mean	Sd	r
Self-Concept	300	68.75	7.67	.166
Academic Achievement	300	69.14	8.44	

INTERPRETATION

Table shows that the mean values of scores of Self-Concept and Academic Achievement of male students of senior secondary schools are 68.75 and 69.14 respectively with Sd value of 7.67 and 8.44 respectively. „r“ value is .166 which is between 0 and +1 and is closer to +0. It means that there is positive but negligible and not significant relation between Academic Achievement and Self-Concept of senior secondary school male students. Thus, on the basis of the above discussion of table 6.1 hypothesis 6.1 is accepted.

DISCUSSION

it is evident that the value of „r“ is .166 between academic achievement and self- concept of male senior secondary school students. It shows a positive but negligible and not significant relation between academic achievement and self-concept. As the value of „r“ is not significant at .05 level of significance; hence the hypothesis stating that, “there is no significant relationship between academic achievement and self- concept, of male senior secondary school is accepted. The magnitude of „r“ indicates positive correlation which means that increase in self-concept Scores leads to increase in academic achievement scores and vice versa. This can be due to the fact that male

senior secondary school students with high self-concept are able to adjust with the environment and focus on their studies and thus have high achievement. It indicates that there is a correlation existing between academic achievement and self-concept yes, but it does not play a major role in determining the academic achievement

Hypothesis 6.2: There is no significant relationship between academic achievement and the self- concept of female senior secondary school students of Lucknow city.

Table 4.32 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND SELF CONCEPT OF FEMALE STUDENTS OF SENIOR SECONDARY SCHOOL

Female Students	N	Mean	Sd	r
Self-Concept	300	70.45	7.45	.168
Academic Achievement	300	70.56	8.20	

INTERPRETATION

Table shows that the mean values of scores of Self-Concept and Academic Achievement of female students of senior secondary schools are 70.45 and 70.56 respectively with Sd value of 7.45 and 8.20 respectively. „r“ value is .168 which is between 0 and +1 and is closer to +0.

It means that there is positive but negligible and not significant relation between Academic Achievement and Self-Concept of senior secondary school female students. It means that there is positive but negligible and not significant relation between Academic Achievement and Self-Concept of senior secondary school female students. Thus, on the basis of the above discussion of table 6.2 hypothesis 6.2 is accepted.

DISCUSSION

it is evident that the value of „r“ is .168 between academic achievement and self- concept of female senior secondary school students. It shows a positive but negligible and not significant relation between academic achievement and self-concept. As the

value of „r“ is not significant at .05 level of significance; hence the hypothesis stating that, “there is no significant relationship between academic achievement and self- concept, of male senior secondary school is accepted. The magnitude of „r“ indicates positive corelation which means that increase in self-concept scores leads to increase in academic achievement score and vice versa. This can be due to the reason that female students with high self-concept have the potential to facilitate the realizationon of goals and also to achieve them successfully It indicates that there is a correlation existing between academic achievement and self-concept yes, but it does not play a major role in determining the academic achievement of female senior secondary school students

Hypothesis 6.3: There is no significant relationship between academic achievement and the self-concept of government senior secondary school students of Lucknow city

Table 4.33 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND SELF CONCEPT OF STUDENTS OF GOVERNMENT SENIOR SECONDARY SCHOOL

Government School Students	N	Mean	Sd	r
Self-Concept	300	68.54	8.03	.130
Academic Achievement	300	68.20	8.64	

INTERPRETATION

Table shows that the mean values of scores of Self-Concept and Academic Achievement of students of government senior secondary schools are 68.54 and 68.20 respectively with Sd value of 8.03 and 8.64 respectively. „r“ value is .130 which is between 0 and +1 and is closer to +0. It means that there is positive but negligible and not significant relation between Academic Achievement and Self-Concept of senior secondary government school students. It means that there is positive but negligible and not significant relation between Academic Achievement and Self-Concept of senior

secondary school female students. Thus, on the basis of the above discussion of table 6.3 hypothesis 6.3 is accepted.

DISCUSSION

it is evident that the value of „r“ is .130 between academic achievement and self- concept of government senior secondary school. It shows a positive but negligible and not significant relation between academic achievement and self-concept. As the value of „r“ is not significant at .05 level of significance; hence the hypothesis stating that, “there is no significant relationship between academic achievement and self-concept, of government senior secondary school is accepted. The magnitude of „r“ indicates positive correlation which means that increase in self-concept scores leads to increase in academic achievement scores and vice versa. This can be due to the reason that government students with high self-concept have the potential to facilitate the realization of goals and also to achieve them successfully It indicates that there is a positive correlation existing between academic achievement and self-concept yes, but it does not play a major role in determining the academic achievement of government senior secondary school students

Hypothesis 6.4: There is no significant relationship between academic achievement and the self- concept of private senior secondary school students of Lucknow city

Table 4.34 TABLE SHOWING THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND SELF CONCEPT OF STUDENTS OF PRIVATELY SENIOR SECONDARY SCHOOL

Private School Students	N	Mean	Sd	r
Self-Concept	300	70.66	7.01	.580
Academic Achievement	300	71.50	7.70	

INTERPRETATION

Table shows that the mean values of scores of Self-Concept and Academic Achievement of students of private senior secondary schools are 70.66 and 71.50 respectively with Sd value of 7.01 and 7.70 respectively. „r“ value is .180 which is between 0 and +1 and is closer to +1. It means that there is a positive strong and significant relation between Academic Achievement and Self-Concept of senior secondary private school students. Thus, on the basis of above discussion of hypothesis

6.4 is rejected

DISCUSSION

it is evident that the value of „r“ is .580 between academic achievement and self- concept of private senior secondary school. It shows a positive strong and significant relation between Academic Achievement and Self-Concept of senior secondary private school students. As the value of „r“ is significant at .05 level of significance; hence the hypothesis stating that, “there is no significant relationship between academic achievement and self-concept, of private senior secondary school is accepted. The magnitude of „r“ indicates Postrive correlation which means that increase in self-concept scores leads to increase in academic achievement scores and vice versa. This can be due to the reason that private schools students have sense of being separate and distinct from others ,have Confidence in their own abilities and thus have the quality that involves conscious awareness of one“s own thoughts feelings ,behaviour and traits.

CHAPTER-5

FINDINGS, SUGGESTIONS AND EDUCATIONAL IMPLICATIONS

The present chapter contains Findings, Suggestions and Educational Implications based on the research work carried out by the researcher.

5.1 Findings of the Study :

Objective wise findings of the current research are given below

To Study The Academic Achievement Of The Senior Secondary School Students of Lucknow City With Respect To

- a) Anxiety**
- b) Learning Styles**
- c) Self-concept**

1. To find out the level of anxiety among senior secondary school students in Lucknow City on the basis of

- a) Gender**
- b) Type of School**

1. There is a high level of anxiety among 38% male senior secondary school students in Lucknow City.
2. In 25.66% of senior secondary school girls, anxiety level have been found high.

3. Normal Level of anxiety has been found in 36% male and 34% female senior secondary school students in Lucknow City.
4. 40.33% of senior secondary school girls' anxiety level has been found low.
5. There is a low level of anxiety among 26% male senior secondary school students in Lucknow City.
6. There is a high level of anxiety among 38% male senior secondary government school students in Lucknow City.
7. There is high level of anxiety among 24.66% female senior secondary government school students in Lucknow City.
8. There is a normal level of anxiety among 24% male and female senior secondary government school students in Lucknow City.
9. There is low level of anxiety among 38% male senior secondary government school students in Lucknow City.
10. There is low level of anxiety among 51.33% female senior secondary government school students in Lucknow City.
11. There is a high level of anxiety among 38% male senior secondary private school students in Lucknow City.
12. There is high level of anxiety among 26.66% female senior secondary private school students in Lucknow City.
13. There is a normal level of anxiety among 48% male and 44% female senior secondary private school students in Lucknow City.
14. There is a low level of anxiety among 14% male senior secondary private school students in Lucknow City.
15. There is low level of anxiety among 29.33% female senior secondary private school students in Lucknow City.

2. To find out the different learning styles (enactive, figural and verbal learning style) of senior secondary school students of Lucknow city on the basis of

a) Gender

b) Type of School

1. On the basis of mean score it has been found that Verbal learning style score of male students is 54.30.
2. The Figural Learning Style score of male students has been 51.84.
3. The Enactive Learning Style score of male students has been 51.26.
4. On the basis of mean score it has been found that Verbal learning style score of female students is 52.71.
5. The Figural Learning Style score of female students has been 52.41.
6. The Enactive Learning Style score of female students has been 51.67.
7. On the basis of mean score it has been found that Verbal learning style score of government school students is 53.69.
8. The Figural Learning Style score of government school students has been 51.95.
9. The Enactive Learning Style score of government school students has been 51.52.
10. On the basis of mean score it has been found that Verbal learning style score of private school students is 53.32.
11. The Figural Learning Style score of private school students has been 52.29.
12. The Enactive Learning Style score of private school students has been 51.42.

3. To find out the level of Self-Concept of Senior Secondary School students of Lucknow city on the basis of

a) Gender

b) Type of School

1. There is high self-concept among 65.33% senior secondary male students in Lucknow city.

2. There is low self-concept among 34.66% senior secondary male students in Lucknow city.
3. There is high self-concept among 61.33% senior secondary female students in Lucknow city.
4. There is low self-concept among 38.66% senior secondary female students in Lucknow city.
5. There is high self-concept among 58.33% senior secondary students of government schools in Lucknow city.
6. There is low self-concept among 41.66% senior secondary students of government schools in Lucknow city.
7. There is high self-concept among 62% senior secondary students of private schools in Lucknow city.
8. There is low self-concept among 38% senior secondary students of private schools in Lucknow city.

4. To find out the relation between Academic Achievement and the level of anxiety of students of senior Secondary School students of Lucknow city on the basis of:

4. a) Gender

5. b) Type of School

1. Anxiety and Academic Achievement of senior secondary school male students are positively correlated and this relation is strong and significant as evidenced by „r“ value .716 which is between 0 to +1 and closer to +1 which means that Anxiety and Academic Achievement are positively correlated
2. It is found that there is positive but negligible and not significant relationship between Academic Achievement and level of Anxiety among senior secondary school female students as „r“ value is .25 which is between 0 to +1 and closer to 0
3. It is found that there is positive strong and significant relationship between Academic Achievement and level of Anxiety among senior secondary

government school students as evidenced by „r“ value is .733 which is between 0 to +1 and closer to +1.

4. It is found that there is positive but negligible and not significant relationship between Academic Achievement and level of Anxiety among senior secondary private school students as „r“ value is .212 which is between 0 to +1 and closer to 0.

5. To find out the relationship between academic achievement and learning styles of senior secondary school students of Lucknow city on the basis of

a) Gender

b) Type of school

1. There is a strong positive relation between Academic Achievement and Learning Styles of senior secondary school students as „r“ is .67 which is closer to +1.
2. There is negligible positive relation between Academic Achievement and Enactive Learning Style of male senior secondary school students as the „r“ value is .012 which is between 0 and +1 and is closer to 0.
3. There is negligible positive relation between Academic Achievement and Enactive Learning Style of female senior secondary school students as the „r“ value is .007 which is between 0 and +1 and is closer to 0.
4. It is found that there is positive but negligible and not significant relation between Academic Achievement and Enactive Learning Style of government senior secondary school students as the „r“ value is .012 which is between 0 and +1 and is closer to +0.
5. It is found that there is positive but negligible and not significant relation between Academic Achievement and Enactive Learning Style of private senior secondary school students as „r“ value is .04 which is between 0 and +1 and is closer to +0.

6. There is negligible positive relation between Academic Achievement and Figural Learning Style of male senior secondary school students as „r“ value is .37 which is between 0 and +1 and is closer to 0.
7. There is negligible positive relation between Academic Achievement and Figural Learning Style of female senior secondary school students as „r“ value is .012 which is between 0 and +1 and is closer to 0. .
8. There is a positive strong and significant relation between Academic Achievement and Figural Learning Style of government senior secondary school students as supported by „r“ value is .613 which is between 0 and +1 and is closer to +1.
9. There is positive but negligible and not significant relation between Academic Achievement and Figural Learning Style of private senior secondary school students as „r“ value is .2383 which is between 0 and +1 and is closer to +0.
10. There is negligible negative relation between Academic Achievement and Verbal Learning Style of male senior secondary school students as „r“ value is -.031 which is between 0 and -1 and is closer to 0.
11. There is negligible negative relation between Academic Achievement and verbal Learning Style of female senior secondary school students as „r“ value is -.118 which is between 0 and -1 and is closer to 0.
12. There is a positive strong and significant relation between Academic Achievement and Verbal Learning Style of senior secondary government school students as „r“ value is .637 which is between 0 and +1 and is closer to +1.
13. There is a positive strong and significant relation between Academic Achievement and Verbal Learning Style of senior secondary private school students as „r“ value is .734 which is between 0 and +1 and is closer to +1.

6. To find out the relationship between academic achievement and the level of self-concept of senior secondary school students of Lucknow city on the basis of

a) Gender

b) Type of School

- 6.1 There is negligible positive relation between Academic Achievement and Self-Concept of senior secondary school male students as „r“ value is .166 which is between 0 and +1 and is closer to 0.
- 6.2 There is negligible positive relation between Academic Achievement and Self-Concept of senior secondary school male students as „r“ value is .168 which is between 0 and +1 and is closer to 0.
- 6.3 There is positive but negligible and not significant relation between Academic Achievement and Self-Concept of senior secondary government school students as „r“ value is .130 which is between 0 and +1 and is closer to +0.
- 6.4 There is positive strong and significant relation between Academic Achievement and Self-Concept of senior secondary private school students as „r“ value is .180 which is between 0 and +1 and is closer to +1.

5.2 CONCLUSION:

Findings of all six (6) objectives helped us to reach the following conclusion keeping in view the „r“ value and „t“ value score:

1. High level of anxiety has been found in 38% male students; 40% male students of senior secondary government schools which is the highest in the group.
2. Low level of anxiety has been found in- 40.33% female students; 51.33% in female students of senior secondary government schools. This is the highest percentage in the respective category.

3. Normal anxiety level have been found in- 48% male students of private schools; 44% female students of private schools. This is the highest in the respective category.
4. Verbal learning style got the maximum mean score in- overall sample of students; government school students; private school students; male students; and female students.
5. The Enactive Learning style got the minimum mean score in all groups except only in female students.
6. On the basis of mean break it has been found that 58.16% overall students; 65.33% male students: 61.33 female students; 58.33% government school students; and 62% private school students have high self-concept.
7. Anxiety and Academic Achievement of senior secondary school male students are positively correlated; this relation is strong and significant.
8. Anxiety and Academic Achievement of senior secondary school female students are positively correlated but this relation is weak and not significant.
9. Anxiety and Academic Achievement of government senior secondary school students are positively correlated; this relation is strong and significant.
10. There is a strong positive relation between Academic Achievement and Learning Styles of senior secondary school students.

- 11.** There is a strong positive relation between Academic Achievement and Figural Learning Style of government senior secondary school students.
- 12.** There is strong positive and significant relation between Academic Achievement and Verbal Learning Style of government senior secondary school students.
- 13.** There is strong positive and significant relation between Academic Achievement and Verbal Learning Style of private senior secondary school students.
- 14.** There is strong positive and significant relation between Academic Achievement and Self-Concept of private senior secondary school students.

5.3 SUGGESTIONS:

After the completion of research work and reaching the conclusion it becomes almost mandatory to extend some suggestions to the concerned stakeholders of the society viz. Policy makers, Management of Schools, Administrative Authority of Schools, Principals, Teachers and future researchers.

5.3.1 Suggestions for the Policy-makers:

Policymakers and planners should make it their top priority to build a welcoming and focused strategy that will eliminate unneeded worry among students. Learning settings for kids should be such that they strengthen their self-concept and keep them motivated, policymakers must remember.

Students nowadays are very concerned about their academic performance. They are always looking for ways to improve their academic performance. Academic success is influenced by a number of things. Self-concept, anxiety level, and learning style are all factors that can influence academic success, according to this study.

When designing policies for students in senior secondary school, policymakers must take into account the findings of this study. At this stage, students should be encouraged to have a positive attitude and a healthy self-concept. The emphasis should be on helping pupils establish good learning styles.

Syllabuses and activities should be designed in such a way that students do not develop unduly high levels of anxiety, as this will not only affect their academic performance but also their future lives..

5.3.2 Suggestions for Management of Schools:

Both government and private school management bodies must ensure that their schools have a friendly and warm teaching-learning environment. They should also include activities in schools that can help children lower and maintain their anxiety levels.

Teachers should be allowed enough leeway to try new things in their classrooms so that kids like learning and don't experience any unexpected worry.

The point of view of the students should be taken seriously by management, since recognition of their good ideas might increase their self-esteem. To make teaching and learning more exciting, there should be adequate access to technology and associated teaching materials.

5.3.3 Suggestions for Administrators:

Administrators of senior secondary schools will benefit from this research. When interacting with students, they should not be obstinate. Students must be provided with sufficient opportunities to establish effective learning methods. It's also a good idea to plan activities that help with self-concept development.

Administrators should be aware of their students' abilities so that they can be properly directed toward academic success. It's also important to include activities that help students cope with their excessive anxiousness.

A friendly and sympathetic administrator will undoubtedly be able to influence students to make the required changes and assist them in becoming contributing members of society.

5.3.4 Suggestions for Principal:

Principals can help identify students with low self-esteem and academic achievement and encourage and advise them to improve their self-esteem and academic performance. Their relationship with pupils should be friendly, and there should be mutual understanding.

Principals should be proud of their pupils' accomplishments in general assembly and planned programmes. This will undoubtedly improve kids' self-concept. This will also aid in the development of the desire to be recognised in public. This drive for success can be turned into a positive academic success habit.

The principal's democratic functioning might be quite beneficial in achieving the necessary goals from the pupils.

5.3.5 Suggestions for Teachers:

Teachers' role and obligation in bringing the best out of students is unquestionably critical and significant. A teacher is someone who works directly with

students in order to help them become bright and successful students. The achievement of high academic achievement by pupils is a source of pride for teachers as well.

They should strive to focus on kids who have poor self-esteem and make an effort to improve their self-esteem.

They should also promote such activities so that pupils establish a healthy learning style. Encourage kids to take an active role in those activities as well.

They should teach the pupils in an engaging and participatory manner so that low and extremely high anxiety levels are minimised, and they believe they can learn anything in a fun way.

They should work to motivate pupils and address all other connected aspects that can help them achieve good academic results. They must believe that their pupils' academic success will bring them honour and that they will be valued both at school and in the community.

5.4 SUGGESTIONS FOR THE FURTHER RESEARCH:

1. Researchers may take up studies for other level of schools viz. primary level, upper primary level, secondary level etc.
2. Case studies of students with high academic achievement can also be done.
3. Some other factors that may be contributing in academic achievement can be studied, which have not been covered in this study.
4. Application of more sophisticated statistical techniques may be used for more detailed analysis of the data.
5. Present investigation involves government & private senior secondary schools; it can be done for comparison with Purely Government or Private schools, inter-State government/Private schools etc.

6. The research can be done involving different cities with a large sample.
7. Schools of rural and urban areas can also be taken into consideration for the study.
8. A detailed study of the demographic aspect of students and its impact on academic achievement can also be done.
9. A comparative study of the effectiveness of the contributing factors in attainment of high academic achievement can also be done.

5.5 EDUCATIONAL IMPLICATIONS:

1. The present study shows that good academic achievement can be ensured by making efforts towards changing attitudes towards certain factors.
2. In order to make students motivated to get good academic achievement their self-concept must be high.
3. Good academic achievement is also dependent on learning styles of the students, that's why good learning styles must be developed in the students.
4. Proper management of anxiety level can also contribute to attainment of good academic achievement.
5. To improve the quality of education, teachers should be encouraged to innovate and do new things, this would also encourage students to be motivated to learn in a better way.

6. To ensure good academic achievement of students, teachers should be given proper opportunity to organize activities that upgrade the self-concept of students.
7. Anxiety level of the students should be well managed. To obtain this status special workshops for the students be organized.
8. A guidance to apply a good combination of learning styles to get the optimum result, should be given to the students.
9. Balanced anxiety level and high self-concept together can play a vital role in helping students to obtain good academic achievement.

At every level of school, students around the world are under pressure to do better in order to achieve high academic accomplishment. Various research have been undertaken to far in order to discover the characteristics that lead to high academic accomplishment in a favourable or negative way. This research is another attempt to pinpoint specific causes. According to the findings, a student with a balanced anxiety level, a positive self-concept, and appropriate learning methods is more likely to attain high academic success. This may assist a student in becoming successful in the future.

SUMMARY

INTRODUCTION

In this global era, modern society is expecting its every member to be an achiever in life. Almost everyone is judged on the basis of one's academic achievement. Education plays an important and crucial role in shaping one's personality as per the needs and expectation of the society. The success of an educational system is measured by the students' academic achievement. Academic achievement is considered as sign of student's success in future. It is said that future of a country develops in its classrooms. Student is the centre of the educational process. Process of education tries to bring out and foster the innate behaviour of learners. In this process the role of the teachers is very crucial as their ability can nurture an accountable, well-adjusted and well-educated young generation who can take on the responsibility of developing a country, from the generation retiring in future Education contributes vitally in the process of the development of an individual. Learning should be pleasing and comfortable for the learners.

Adolescents face lofty academic expectations and demands for high academic performance from parents and teachers. Board exams of senior secondary level are crucial for students in India, as its good result is important for admission in a desired university or in a course. Limited seats for admission in the universities and particular courses create a cut throat competition and every student strives to go for it. This anxiousness to get better result put them under stress and anxiety. This competition becomes a never-ending process which overwhelms the youth. An effective and good learning style may help the students to get rid of burden of excessive anxiety as they would be able judge themselves in a better way and take right path to secure good academic achievement in exam.

Besides learning style another dimension self-concept of students is also very crucial for academic achievement of students It can be said that good self-concept may lead to high level of academic achievement. But this self-concept should be realistic otherwise a deceptive self-concept may hinder academic achievement and lead to

depression. Students must have positive self-concept to achieve something good in their life. Negative self-concept should be avoided. A true self-concept makes student aware of his strengths and weaknesses and on the basis of this information student can prepare himself in right direction to achieve his desired goal of high academic achievement.

JUSTIFICATION OF THE STUDY

In this modern era when the world is turning out into a global village, people living in one part of the world can go for study and job in the other part of the world in a jiffy. To do this he must possess certain basic skills and level of academic achievement. Academic achievement especially at senior secondary level is more crucial as from here a student goes for higher studies or pursue a professional course which decides his future job and economic growth.

Students have to put extra effort to meet up the demands of high academic achievement and this increases extra academic load and may further lead to physical and emotional stress on them. This in result increases the anxiety level in students and it creates unnecessary problems for them. Education contributes vitally in the process of the development of an individual. There is a need to observe and find the ways through which a student acquires and process new knowledge and skills. Every child is unique in this world and so is his learning style. Every student learns in his own learning style and that too at their pace. Every learner must be given due space and time to acquire knowledge. High academic achievement is dependent of quality learning and learning of students" is dependent on their Learning style. Teacher should try to understand the learning style of a student and help him to excel in that to achieve success in every aspect of life including academic field. An effective and good learning style may help the students to get rid of burden of excessive anxiety as they would be able judge themselves in a better way and take right path to secure good academic achievement in exam.

Parents, teachers and society must join hands to make the young generation aware about self. If students are self-confident and have positive self-concept about them, they will surely come out with flying colours and secure good academic

achievement which could prove mile stone of their successful life. It is the need of the hour that researchers must focus on identifying the factors that contribute/hinder the academic achievement of the students.

The researcher found that a study is needed to see how different variables like anxiety, learning styles and self-concept contribute in academic achievement of the learners. The current study has been undertaken to conduct a study of students studying at senior secondary level. This study focussed on to study how academic achievement is being influenced by anxiety level of students along with learning styles and self- concept of students about themselves.

STATEMENT OF AIM

“A Study Of Academic Achievement of Senior Secondary School Students Of Lucknow City With Respect To Their Anxiety, Learning Styles And Self-Concept”

OPERATIONAL DEFINITIONS.

1. ACADEMIC ACHIEVEMENT

Academic achievement here in this study refers to learners success in formal education. Academic achievement in this study stands for the marks obtained in 10th board by the students studying in the 11th class.

2. ANXIETY

Anxiety here in this study stands for the manifested anxiety level of the adolescents that prevent them from doing well in their academic activities

3. LEARNING STYLES

Learning style in this study refers to the learning styles of senior secondary school students in terms of three categories viz. enactive learning style, figural learning style and verbal learning style.

4. SELF-CONCEPT

Self-concept here in this research will be assessed based on six dimensions behaviour intellectual and school status, physical appearance and attributes ,anxiety, popularity and happiness

5. SENIOR SECONDARY SCHOOL STUDENTS

Students studying at senior secondary level (Class XI) in Lucknow city, has been the focus of the study.

OBJECTIVES OF THE STUDY.

1. To find out the level of anxiety among senior secondary school students in Lucknow City on the basis of
 - a. gender and
 - b. type of school

To find out the different learning styles (enactive ,figural and verbal learning style) of senior secondary school students of Lucknow city on the basis of

- a. gender
 - b. type of school
2. To find out the level of Self-Concept of Senior Secondary School students of Lucknow city on the basis of
 - a) gender
 - b) type of school
3. To find out the relationship between Academic Achievement and the level of anxiety of students of senior Secondary School students of Lucknow city.
4. To find out the relationship between Academic Achievement and different learning styles(enactive ,figural and verbal learning style) of students of senior Secondary School of Lucknow city on the basis of
 - a. Gender
 - b. Type of schoolgirl

5. find out the relationship between academic achievement and the level of self-concept of senior secondary school students of Lucknow city on the basis of
 - a. gender
 - b. type of school

HYPOTHESIS

- 1) -There is high level of anxiety among male students of senior secondary school of Lucknow city.
 - 1.1 There is high level of anxiety among female senior secondary school students of Lucknow city.
 - 1.2 There is high level of anxiety among government senior secondary school students of Lucknow city.
 - 1.3 There is high level of anxiety among private senior secondary school students of Lucknow city.
- 2) The enactive learning style is high among the Senior Secondary School students of Lucknow city.
 - 2.1 The enactive learning style is high among the male Senior Secondary School students of Lucknow city.
 - 2.2 The enactive learning style is high among the female Senior Secondary School students of Lucknow city.
 - 2.3 The enactive learning style is high among the government Senior Secondary School students of Lucknow city
 - 2.4 The enactive learning style is high among the private Senior Secondary School students of Lucknow city
- 3 The self-concept of senior secondary school students of Lucknow city is high.
 - 3.1 The self-concept of male senior secondary school students of Lucknow city is high.
 - 3.2 The self-concept of female senior secondary school students of Lucknow city is high.
 - 3.3 The self-concept of government senior secondary school students of Lucknow city is high.

3.4 The self-concept of private senior secondary school students of Lucknow city is high

4) There is no significant relation between academic achievement and level of anxiety of senior secondary school students

4.1 There is no significant relationship between academic achievement and level of anxiety among male senior secondary school students of Lucknow city.

4.2 There is no significant relationship between academic achievement and level of anxiety among female senior secondary school students of Lucknow city.

4.3 There is no significant relationship between academic achievement and level of anxiety among government senior secondary school students of Lucknow city.

4.4 There is no significant relationship between academic achievement and level of anxiety among private senior secondary school students of Lucknow city.

5 There is no significant relation between academic achievement and learning styles of senior secondary school students.

5.1 There is no significant relation between academic achievement and enactive learning style of male senior secondary school students of Lucknow City.

5.2 There is no significant relation between academic achievement and enactive learning style of female senior secondary school students of Lucknow City.

5.3 There is no significant relation between academic achievement and enactive learning style of government senior secondary school students of Lucknow City.

5.4 There is no significant relation between academic achievement and enactive learning style of private senior secondary school students of Lucknow City.

- 5.5 There is no significant relation between academic achievement and figural learning style of male senior secondary school students of Lucknow City.
- 5.6 There is no significant relation between academic achievement and figural learning style of female senior secondary school students of Lucknow City.
- 5.7 There is no significant relation between academic achievement and figural learning style of government senior secondary school students of Lucknow City.
- 5.8 There is no significant relation between academic achievement and figural learning style of private senior secondary school students of Lucknow City.
- 5.9 There is no significant relation between academic achievement and verbal learning style of male senior secondary school students of Lucknow City.
- 5.10 There is no significant relation between academic achievement and verbal learning style of female senior secondary school students of Lucknow City.
- 5.11 There is no significant relation between academic achievement and verbal learning style of government senior secondary school students of Lucknow City.
- 5.12 There is no significant relation between academic achievement and verbal learning style of private senior secondary school students of Lucknow City.

6) There is no significant relation between academic achievement and self concept of senior secondary school students

- 6.1 There is no significant relationship between academic achievement and the self-concept of male senior secondary school students of Lucknow city
- 6.2 There is no significant relationship between academic achievement and the self-concept of female senior secondary school students of Lucknow city

- 6.3 There is no significant relationship between academic achievement and the self-concept of government senior secondary school students of Lucknow city
- 6.4 There is no significant relationship between academic achievement and the self-concept of private senior secondary school students of Lucknow city.

DELIMITATIONS OF THE STUDY

- 1. The research has been delimited to Lucknow city only
- 2. The study has been delimited to 600 senior secondary school students of Lucknow city.
- 3. The study has been delimited to 300 male and 300 female students of senior secondary schools of Lucknow city.
- 4. The study has been delimited to 10 government and 10 private senior secondary schools of Lucknow city.
- 5. Only those students have been selected for study who were studying in class XI in Lucknow city.
- 6. Only senior secondary schools of Lucknow city affiliated to CBSE board have been selected for the study.

METHOD

In the present research, the researcher has used the descriptive survey method 'as surveys are capable of obtaining information from large samples of the population The present study is descriptive in nature and intends to study “ **The Academic Achievement Of Senior Secondary School Students With Respect To Their Anxiety, Learning Styles And Self-Concept In Lucknow City**”.

POPULATION: -

In the present study all the senior secondary school students in Lucknow city are considered as the population for this study.

SAMPLE: -

The researcher used **simple random sampling technique** for selecting the senior secondary schools and senior secondary students. The total sample selected for this sampling is 600 from 20 schools. 10 government and 10 private schools. Out of which 150 girls and 150 boys were selected each from government school and similarly 150 girls and 150 boys were selected from 10 private schools.

VARIABLES

Dependent variable-. Academic Achievement

Independent Variables are: - Anxiety, Learning Styles &Self Concept.

TOOLS

In the present study the following standardized tools were selected by the investigator.

(1)- Sinha's Comprehensive Anxiety Test - developed by
A.K.P. Sinha and L.N.K. Sinha

(2)- Learning Style Inventory (LSI-MK) developed by Karuna
Shankar Mishra.

(3)- Children's Self Concept Scale - developed by S.P. Ahluwalia
and Hari Shankar Singh.

METHOD ADOPTED FOR STASTICAL DATA ANALYSIS

The data that thus collected via different tools were tabulated and analysed through MS Excel. Both descriptive and inferential statistics was utilised to further analyse the data.

In the present study following statistical techniques were used in analysis of data: 1.Mean

2.Standard Deviation

3.Correlation Coefficient

FINDINGS:

Findings are presented here in the sequence of objectives of the present study:

1. To find out the level of anxiety among senior secondary school students in Lucknow City on the basis of

a) Gender

b) Type of School

- 1.1 There is high level of anxiety among 38% male senior secondary school students in Lucknow City.
- 1.2 In 25.66% senior secondary school girls anxiety level has been found high.
- 1.3 Normal Level of anxiety has been found in 36% male and 34% female senior secondary school students in Lucknow City.
- 1.4 In 40.33% senior secondary school girls anxiety level has been found low.
- 1.5 There is low level of anxiety among 26% male senior secondary school students in Lucknow City.
- 1.6 There is high level of anxiety among 38% male senior secondary government school students in Lucknow City.
- 1.7 There is high level of anxiety among 24.66% female senior secondary government school students in Lucknow City.
- 1.8 There is normal level of anxiety among 24% male and female senior secondary government school students in Lucknow City.
- 1.9 There is low level of anxiety among 38% male senior secondary government school students in Lucknow City.
- 1.10 There is low level of anxiety among 51.33% female senior secondary government school students in Lucknow City.

- 1.11 There is high level of anxiety among 38% male senior secondary private school students in Lucknow City.
- 1.12 There is high level of anxiety among 26.66% female senior secondary private school students in Lucknow City.
- 1.13 There is normal level of anxiety among 48% male and 44% female senior secondary private school students in Lucknow City.
- 1.14 There is low level of anxiety among 14% male senior secondary private school students in Lucknow City.
- 1.15 There is low level of anxiety among 29.33% female senior secondary private school students in Lucknow City.

2. To find out the different learning styles (enactive, figural and verbal learning style) of senior secondary school students of Lucknow city on the basis of

a. gender

b. type of school

- 2.1 On the basis of mean score it has been found that Verbal learning style score of male students is 54.30.
- 2.2 Figural Learning Style score of male students has been 51.84.
- 2.3 Enactive Learning Style score of male students has been 51.26.
- 2.4 On the basis of mean score it has been found that Verbal learning style score of female students is 52.71.
- 2.5 Figural Learning Style score of female students has been 52.41.
- 2.6 Enactive Learning Style score of female students has been 51.67.
- 2.7 On the basis of mean score it has been found that Verbal learning style score of government school students is 53.69.
- 2.8 Figural Learning Style score of government school students has been 51.95.

- 2.9 Enactive Learning Style score of government school students has been 51.52.
- 2.10 On the basis of mean score it has been found that Verbal learning style score of private school students is 53.32.
- 2.11 Figural Learning Style score of private school students has been 52.29.
- 2.12 Enactive Learning Style score of private school students has been 51.42.

3. To find out the level of Self-Concept of Senior Secondary School students of Lucknow city on the basis of

- a) Gender**
- b) Type of school**

- 3.1 There is high self-concept among 65.33% senior secondary male students in Lucknow city.
- 3.2 There is low self-concept among 34.66% senior secondary male students in Lucknow city.
- 3.3 There is high self-concept among 61.33% senior secondary female students in Lucknow city.
- 3.4 There is low self-concept among 38.66% senior secondary female students in Lucknow city.
- 3.5 There is high self-concept among 58.33% senior secondary students of government schools in Lucknow city.
- 3.6 There is low self-concept among 41.66% senior secondary students of government schools in Lucknow city.
- 3.7 There is high self-concept among 62% senior secondary students of private schools in Lucknow city.

3.8 There is low self-concept among 38% senior secondary students of private schools in Lucknow city.

4. To find out the relation between Academic Achievement and the level of anxiety of students of senior Secondary School students of Lucknow city on the basis of:

- a. Gender**
- b. Type of school**

4.1 Anxiety and Academic Achievement of senior secondary school male students are positively correlated and this relation is strong and significant as evidenced by „r“ value .716 which is between 0 to +1 and closer to +1 which means that Anxiety and Academic Achievement are positively correlated

4.2 It is found that there is positive but negligible and not significant relationship between Academic Achievement and level of Anxiety among senior secondary school female students as „r“ value is .25 which is between 0 to +1 and closer to 0

4.3 It is found that there is positive strong and significant relationship between Academic Achievement and level of Anxiety among senior secondary government school students as evidenced by „r“ value is .733 which between 0 to +1 and closer to +1.

4.4 It is found that there is positive but negligible and not significant relationship between Academic Achievement and level of Anxiety among senior secondary private school students as „r“ value is .212 which between 0 to +1 and closer to 0.

5. To find out the relationship between academic achievement and learning styles of senior secondary school students of Lucknow city on the basis of

- a) Gender**
- b) type of school**

- 5.1 There is strong positive relation between Academic Achievement and Learning Styles of senior secondary school students as „ r “ is .67 which is closer to +1.
- 5.2 There is negligible positive relation between Academic Achievement and Enactive Learning Style of male senior secondary school students as „ r “ value is .012 which is between 0 and +1 and is closer to 0.
- 5.3 There is negligible positive relation between Academic Achievement and Enactive Learning Style of female senior secondary school students as „ r “ value is .007 which is between 0 and +1 and is closer to 0.
- 5.4 It is found that there is positive but negligible and not significant relation between Academic Achievement and Enactive Learning Style of government senior secondary school students as „ r “ value is .012 which is between 0 and +1 and is closer to +0.
- 5.5 It is found that there is positive but negligible and not significant relation between Academic Achievement and Enactive Learning Style of private senior secondary school students as „ r “ value is .04 which is between 0 and +1 and is closer to +0.
- 5.6 There is negligible positive relation between Academic Achievement and Figural Learning Style of male senior secondary school students as „ r “ value is .37 which is between 0 and +1 and is closer to 0.
- 5.7 There is negligible positive relation between Academic Achievement and Figural Learning Style of female senior secondary school students as „ r “ value is .012 which is between 0 and +1 and is closer to 0. .
- 5.8 There is positive strong and significant relation between Academic Achievement and Figural Learning Style of government senior secondary school students as supported by „ r “ value is .613 which is between 0 and +1 and is closer to +1.

5.9 There is positive but negligible and not significant relation between Academic Achievement and Figural Learning Style of private senior secondary school students as „r“ value is .2383 which is between 0 and +1 and is closer to +0.

5.10 There is negligible negative relation between Academic Achievement and Verbal Learning Style of male senior secondary school students as „r“ value is -.031 which is between 0 and -1 and is closer to 0.

5.11 There is negligible negative relation between Academic Achievement and verbal Learning Style of female senior secondary school students as „r“ value is -.118 which is between 0 and -1 and is closer to 0.

5.12 There is positive strong and significant relation between Academic Achievement and Verbal Learning Style of senior secondary government school students as „r“ value is .637 which is between 0 and +1 and is closer to +1.

5.13 There is positive strong and significant relation between Academic Achievement and Verbal Learning Style of senior secondary private school students as „r“ value is .734 which is between 0 and +1 and is closer to +1.

- 6. To find out the relationship between academic achievement and the level of self-concept of senior secondary school students of Lucknow city on the basis of**
- a. gender**
 - b. type of school**

6.1 There is negligible positive relation between Academic Achievement and Self-Concept of senior secondary school male students as „r“ value is .166 which is between 0 and +1 and is closer to 0.

6.2 There is negligible positive relation between Academic Achievement and Self-Concept of senior secondary school male students as „r“ value is .168 which is between 0 and +1 and is closer to 0.

6.3 There is positive but negligible and not significant relation between Academic Achievement and Self-Concept of senior secondary government school students as „r“ value is .130 which is between 0 and +1 and is closer to +0.

6.4 There is positive strong and significant relation between Academic Achievement and Self-Concept of senior secondary private school students as „r“ value is .180 which is between 0 and +1 and is closer to +1.

CONCLUSION:

Findings of all six (6) objectives helped us to reach the following conclusion keeping in view the „r“ value and „t“ value score:

1. High level of anxiety has been found in 38% male students; 40% male students of senior secondary government schools which is the highest in the group.
2. Low level of anxiety has been found in- 40.33% female students; 51.33% in female students of senior secondary government schools. This is the highest percentage in the respective category.
3. Normal anxiety level has been found in- 48% male students of private schools; 44% female students of private schools. This is the highest in the respective category.
4. Verbal learning style got the maximum mean score in- overall sample of students; government school students; private school students; male students; and female students.
5. Enactive Learning style got the minimum mean score in all groups except only in female students.

6. On the basis of mean break it has been found that 58.16% overall students; 65.33% male students; 61.33 female students; 58.33% government school students; and 62% private school students have high self-concept.

7. Anxiety and Academic Achievement of senior secondary school male students are positively correlated this relation is strong and significant.

8. Anxiety and Academic Achievement of senior secondary school female students are positively correlated but this relation is weak and not significant.

9. Anxiety and Academic Achievement of government senior secondary school students are positively correlated this relation is strong and significant.

10. There is strong positive relation between Academic Achievement and Learning Styles of senior secondary school students.

11. There is strong positive relation between Academic Achievement and Figural Learning Style of government senior secondary school students.

12. There is strong positive and significant relation between Academic Achievement and Verbal Learning Style of government senior secondary school students.

13. There is strong positive and significant relation between Academic Achievement and Verbal Learning Style of private senior secondary school students.

14. There is strong positive and significant relation between Academic Achievement and Self-Concept of private senior secondary school students.

SUGGESTIONS FOR THE FURTHER RESEARCH:

(1) Researchers may take up studies for other level of schools viz. primary level, upper primary level, secondary level etc.

(2) Case studies of students with high academic achievement can also be done.

(3) Some other factors that may be contributing in academic achievement can be studied, which have not been covered in this study.

(4) Application of more sophisticated statistical techniques may be used for more detailed analysis of the data.

(5) Present investigation involves government & private senior secondary schools; it can be done for comparison with Purely Government or Private schools, inter-State government/Private schools etc.

(6) The research can be done involving different cities with a large sample.

(7) Schools of rural and urban areas can also be taken into consideration for the study.

(8) A detailed study for demographic aspect of students and its impact on academic achievement can also be done.

(9) A comparative study of the effectiveness of the contributing factors in attainment of high academic achievement can also be done.

(10) That present study is confined only to the schools affiliated to central board of school education (CBSE). Similar study can be conducted by taking student from other boards of school education.

(11) A similar study can be conducted by taking students of different groups example senior secondary students of non-working and working parents, senior secondary students of uneducated or educated parents etc.

(12) A similar study can also be conducted to explore Gender wise differences.

REFERENCES

JOURNALS AND THESIS

1. Fatima Fareen (2012) Study of academic achievement of adolescents in relation to Anxiety item: <http://hdl.handle.net/10603/218711>
2. Attri, A .K. (2013). Academic anxiety and achievement of secondary school students– A study on gender differences. International Journal of Behavioral Social and Movement Sciences, 2 (1), 27-33.
3. Aloka, P.J.O. & Ndunge, N. F. (2014). The relationship between anxiety levels and academic achievement among students in selected secondary schools in Lang’ata District, Kenya. Journal of Educational and Social Research, MCSER Publishing, Rome-Italy, 4 (3) .
4. Bihari, S. (2014). Academic anxiety among secondary school students with reference to gender, habitat and types of school. International Journal of Education and Psychological Research (IJEPR) 3, (4)
5. Das,S.K. (2014). A study on academic anxiety and academic achievement on secondary level school students. 4 (6), <http://isrj.org/article.aspx?articleid=4956>.
6. Deb, S .et al. (2010). Anxiety among high school students in India: comparisons across gender, school type, social strata and perceptions of quality time with parents. Australian Journal of Educational & Developmental Psychology, 10 (18).
7. Farooqi, Y. N. (2012). Gender differences in test anxiety and academic performance of medical students. 2 (2), 38-43.
8. Mahato, B. & Jangir. S. (2012), A study on academic anxiety among regular residential adolescent students of the age between 14 to 16 years of minicoy government and private schools. International Journal of Science and Research, 1(3)
9. Mattoo, N. H.,& Nabi, R. (2012). A study on Academic Anxiety among adolescents (14- 16 years). International Journal of Social Science Tomorrow, 1 (3), 1- 3.
10. Manisha., (2016). A comparative study of examination anxiety among adolescents. 2 (5), [Http://Ierj.In/Journal/Index.Php/Ierj/Article/View file/304/286](http://Ierj.In/Journal/Index.Php/Ierj/Article/View file/304/286)
11. Mazzone, L.et al. (2007). The role of anxiety symptoms in school performance in a community sample of children and adolescents. BMC Public Health.
12. Mokashi, M.V et al. (2012). Gender difference on anxiety and academic achievement among selected residential high school children. Kamla-Raj 2012 J Psychology, 3(2), 107-111 (2012), <http://www.krepublishers.com/02-Journals/JP/JP-03-0-000-12-Web/JP-03-2-000-12-Abst-PDF/JP-03-2-107-12-078-Mokashi-M-V/JP-03-2-107-12-078-Mokashi-M-V-Tt.pdf>

13. Nadeem, M., Ali, A., Maqbool, S., & Zaidi, S.U. (2012). Impact of anxiety on the academic achievement of students having different mental abilities at university level in Bahawalpur (Southern Punjab) Pakistan. *International Online Journal of Educational Sciences*, 4 (3), 519-528.
14. Gupta, M. et al. (2011). An examination of the relationship between academic stress and academic achievement in secondary classes students of Meerut . *Journal of VSRD Technical & N*
15. Roy, B. & Gosh, S. (2013). Investigate the effects of test anxiety on academic achievement of school students. *International Journal of Scientific Research*, 2 (1).
16. Sehnaz, B.(2015). A study on the level of test anxiety of B.A. 2nd semester students of provincialized colleges of Nalbari town in relation to their academic achievement. *Research Journal of Educational Sciences*, 3 (5)
17. Shakir. M. (2014). Academic anxiety as a correlate of academic achievement. *Journal of Education and Practice* 5 (10).
18. Shakir & Parvez, M.(2014). Academic achievement of adolescents in relation to academic anxiety, gender, and choice of academic stream. *Research on Humanities and Social Sciences*, 4 (12).
19. Singh, S. & Thukral, P.,(2009),The Role of anxiety in achievement. *Journal of Exercise Science and Physiotherapy*, 5(2), 122-125.
20. Sideeg, A. (2015). Test anxiety, self-esteem, gender difference, and academic achievement: the case of the students of medical sciences at Sudanese universities: (A mixed methods approach), *British Journal of Arts and Social Sciences*, 19 (2) .
21. Siddiqui, M.A & Rehman, A.U. (2014). An interactional study of academic anxiety in relation to socio economic status, gender and school type among secondary school students, *IJERT*, 5 (2), <http://soeagra.com/ijert/ijertjune2014/12.pdf>.
22. Khan ,S.A & Ahangar, I.A.(2014). Impact of anxiety on personality & academic achievement of kashmiri adolescent students of Distt. Kupwara. *Periodic Research journal*, 1 (4).
23. Mallik, P.S. (2016). Test Anxiety of Scheduled Caste Students and Its relation with Academic Achievement. *International Journal of Informative & Futuristic Research*, 3(7), 2486-2491.
24. Suresh, K. (2016). A Study on Anxiety Level and Academic Achievement of XI Standard Students of Thanjavur District, *International Journal of Indian Psychology*, 3(4), 57.
25. Sharma G, Pandey D. Anxiety, Depression, and Stress in Relation to Academic Achievement among Higher Secondary School Students. *The International Journal of Indian Psychology*, Volume 4, Issue 2, No. 87. 2017 Feb 23:82.
26. Km Munni (2019) A Study of Academic Achievement of Senior Secondary School Students in Relation to their Anxiety and School Environment (Published by Research Trend, Website: www.researchtrend.net) *International Journal on Arts, Management and Humanities* 7(1): 4-9(2017) ISSN No. (Online): 2319–5231

27. Suneeta & Suman Bala (2019) Research Article Impact Of Academic Anxiety On Academic Achievement Of Senior Secondary School Students In Relation To Their Gender <http://www.recentscientific.com> International Journal of Recent Scientific Research International Journal of Recent Scientific Research Vol. 10, Issue, 07(D), pp. 33573-33576,
28. Md Aman Azeem* Study of Academic Anxiety and Academic Achievement Among Secondary School Students International Journal of Research in Social Sciences Vol. 8 Issue 3, March 2018, ISSN: 2249-2496 I
29. Sharma & Dr. Mohd. Shakir (2019) www.sxcejournals.com, Research and Reflections on Education ISSN 0974-648 X Vol.17 No.4 Oct - Dec 2019
30. Sridevi, K. V. (2013). A Study of Relationship among General Anxiety, Test Anxiety And Academic Achievement of Higher Secondary Students, Journal of Education and Practice, Vol.4, No.1.
31. Megha, Gakhar,(2008).Academic Achievement of Students in Relation to Their Preferred Learning, Thinking Styles and Study Skills, Journal of Educational Studies, Allahabad,Vol.6, No.1
32. Singh Balbir Mohamad Jafre Zainol Abidin, Abbas Ali Rezaee, Helan Nor Abdullah,Kiranjit Kaur (2011) : Learning Styles and Overall Academic Achievement in a Specific Educational System, International Journal of Humanities and Social Science, Vol. 1 No. 10
33. Neetu and Prveen Shrama(2012). Learning-Thinking Style of Secondary School Students in Relation to Their Academic Achievement, International Index and Referred Research, Vol. 3, Issue 33.
34. Gokalp, Murat(2013). The Effect of Students' Learning Styles To Their Academic Success, Creative Education, Science Research, Vol.4, No.10
35. Al-Hebaishi, Safaa Mohmmmed. (2012). Investigating The Relationships Between Learning Styles, Strategies And The Academic Performance of Saudi English Majors, International Interdisciplinary Journal of Education , Vol.1, Issue 8.
36. Sumita Chowhan (2013)World Academy of Science, Engineering and Technology International Journal of Educational and Pedagogical Sciences Vol:7, No:1, 2013 publications.waset.org/9996811/pdf
37. Vaishnav ,Rajshree S. (2013). Learning Style and Academic Achievement of Secondary School Students, Voice of Research, Vol. 1 Issue 4.
38. Yusoff Muhame , Arunodaya Barman , Rosniza Abd. and Aziz and Yusniza (2014). Learning Style Awareness and Academic Performance of Students, South East Asian Journal of Medical Education Vol. 8 No.1.
39. Narayani ,K. and Devi Gomathi (2014). Learning Style of Higher Secondary Students in Relation to Their Academic Achievement, International Journal of Scientific and Research Publications, Volume 4, Issue 4.
40. Thakkar, Mahesh(2014). Effect of learning styles on learning achievement of secondary school students, voice of research volume 3 issue 3.

41. Kapoor N., and Marwaha K, Bhagat A (2015) : Learning Style Preferences of Undergraduate Dental Students of a North Indian Dental College, Indian J. Physiol phamacol.Vol.59,No.2.
42. Babu , M.Ravi. (2015). Learning Styles of Secondary School Students, International Journal of Humanities, Arts, Medicine and Sciences, Vol.3, Issue 6.
43. Priya ,K Josephine and T .S. Ranganath (2015). Assessment of Learning Style Preferences of Medical Undergraduate Students: A Cross-Sectional Study, International of journal Medicine and publichealth,Vo1.1.,Issue 2.
44. Sushma, B., Swati Agarwal, and Samiksha Das (2015). Learning Styles and Self-Regulation: An Exploratory Study among University Students in India, The International Journal of Humanities and Social Studies, Vol. 3 Issue 3.
45. Jalali, Tayyeb., Mahin Keykha Nezhad and Atekeh Gorzin Mataee. (2015). Predict Academic Achievement of Students Based on their Learning Styles, A Journal of Multidisciplinary Research, Vol. 4 Issue 2.
46. Singh, R. (2008). Learning style preferences and academic achievement school children. Psycholingu, Vol. 38(1), pp. 40-47.
47. Vaishnav ,Rajshree S. (2013). Learning Style and Academic Achievement of Secondary School Students, Voice of Research, Vol. 1 Issue 4.
48. Gappi Lorna L. (2013). Relationships between Learning Style Preferences and Academic Performance of Students, International Journal of Educational Research and Technology, Vol.4, No2.
49. Babu , M.Ravi. (2015). Learning Styles of Secondary School Students, International Journal of Humanities, Arts, Medicine and Sciences, Vol.3, Issue 6.
50. Thakkar, Mahesh(2014). Effect of learning styles on learning achievement of secondary school students, voice of research volume 3 issue 3.
51. Narayani ,K. and Devi Gomathi (2014). Learning Style of Higher Secondary Students in Relation to Their Academic Achievement, International Journal of Scientific and Research Publications, Volume 4, Issue 4.
52. Kapoor N., and Marwaha K, Bhagat A (2015) : Learning Style Preferences of Undergraduate Dental Students of a North Indian Dental College, Indian J. Physiol phamacol.Vol.59,No.2.
53. Priya ,K Josephine and T .S. Ranganath (2015). Assessment of Learning Style Preferences of Medical Undergraduate Students: A Cross-Sectional Study, International of journal Medicine and publichealth,Vo1.1.,Issue 2.
54. Sushma, B., Swati Agarwal, and Samiksha Das (2015). Learning Styles and Self-Regulation: An Exploratory Study among University Students in India, The International Journal of Humanities and Social Studies, Vol. 3 Issue 3.

55. Anne Bosman (2015) degree of Doctor Of Education In The Subject Psychology Of Education At The University Of South Africa Supervisor: Professor Salomé Schulze December 2015
56. Jalali, Tayyebbeh., Mahin Keykha Nezhad and Atekeh Gorzin Mataee. (2015). Predict Academic Achievement of Students Based on their Learning Styles, A Journal of Multidisciplinary Research, Vol. 4 Issue 2.
57. Akeela, P., & Ashok, H.S. (2018).A Comparative Study on Academic Stress among Government and Private Higher Secondary Students.Journal of Advances and Scholarly Researches in Allied Education (JASRAE), 14(2), 53-56. B
58. Zacharis,N.Z.(2010) “The Impact of Learning Styles on Student Achievement in a Web-Based Versus an Equivalent Face-to-Face Course.” Coll Stud Journal.44(3): 591-7.
59. Damavandi, A. J., Mahyuddin, R; Habibah, E,. Daud, S.M. & Shabani, J.(2011) “Academic Achievement of Students with Different Learning Styles.” International Journal of Psychological Studies 3(2): 186-192.
60. Warn, S. T. “Students” Learning Style and Their Academic Achievement for taxation Course-A Comparison Study.” Proceedings of the 2nd International Conference of Teaching and Learning (ICTL 2009) INTI University College, Malaysia.
61. Abidin, M. J.Z., Rezaee, A. A; Helan, N.&Singh, K. K.B. (2011).. “Learning Styles and Overall Academic Achievement in a Specific Educational System.” International Journal of Humanities and Social Science 1(10): 143-152.
62. Bhatti, R. and Bart, W. M. (2013). “On the Effect of Learning Style on Scholastic Achievement.” Current Issues in Education, 16(2): 1-7.
63. Farooq,M. S. and Regnier,J. C. (2011). “Role of Learning Styles in the Quality of Learning at Different Levels.” Informatica Economica 15(3): 28-45.
64. Chermahini, S. A., Ghanbari, A., and Talab,M. (2013). “Learning Styles and Academic Performance of Students in English as a Second-Language Class in Iran.” Bulgarian Journal of Science and Education Policy, (2): 322-333.
65. Dhiman, R. K. (2014). “Learning Style Preferences among Prospective Rural and Urban Teacher Educators.” Scholarly Research Journal for Humanity Science and English Language,1(6): 934-944.
66. Singh, L,. Govil, P. and Rani, R. (2015). “Learning Style Preferences among Secondary School Students.” International Journal of Recent Scientific Research.6 (5): 3924-3928.
67. Ogechinyere Adaugo & Eremie Maxwell(2017) International Journal of Innovative Development & Policy Studies 5(3):52-61, July-Sept., 2017SEAHI PUBLICATIONS, 2017 Wwww.Seahipaj.Org ISSN: 2354-2926
68. Simple Singh Dr. Kirti Cutting2018 JETIR July 2018, Volume 5, Issue 7 w JETIR1807706 Journal of Emerging Technologies and Innovative Research (JETIR)

69. Rainer S, Martin P (2000). A Study of Self-Concept, Stress and Academic Achievement of Secondary School Students in West Zone of Assam, *Journal of International Psychology*, 2, 168.
70. Kaur, M. (2001), „Self-Concept in Relation to Intellectual Variables“, *Journal of Educational Research and Extension*, Vol. 38 (1), pp. 31-32.
71. Gakhar, S.C. (2003). A study of Emotional Maturity of students at secondary stage, selfconcept and academic achievement. *Journal of Indian Education*. XXIX (3), 100-106
72. Fatima N. (2003), „Influence of School Environment, Reading habit and Self-Concept on Scholastic Achievement – A HRD Approach for School Children“. Ph.D. Edu. Aligarh Muslim University. Guide Prof. Shamim. Ansari. *Indian Educational Abstracts* January and July 2005 pp. 13.
73. Berg, G.V.D. and Coetzee, L.R. (2014). Academic Self-concept and Motivation as Predictors of Academic Achievement. *International Journal of Education and Science*, 6(3), 469-478.
74. Sharma A. (2003). „A Study of Vocational Maturity and Level of Aspiration in Relation to Scholastic Achievement“, Ph.D. Education. Dr. B.R. Ambedkar University, Agra. *Indian Educational Abstracts*. P. 58.
75. Sandeep, R. and Sharma, K. (2004). A study of level of aspiration, academic achievement and self-concept of secondary school students in Eastern Zone of Nagaland. *Career Research Journal*, 18 (414).
76. Agrawal, M. and Teotia, A.K. (2015). Academic achievement and self-concept of secondary level students. *International Education and Research Journal*, 3(1)
77. Mahashevta (2007), „A Study of Academic Achievement of Scheduled Caste Students in First and Second Languages in Relation to their Intelligence, Socio-Economic Status and Self-Concept at High School Stage“, Ph.D., Edu. M.D. Univ. Rohtak.
78. Chandvir (2009). „Frustration, Self-Concept and Study Habit of Adolescents in Relation to Their Academic, Caste and Gender“. Ph.D. Edu., M.D. University, Rohtak
79. Alejandro, V., Raquel G., and Pablo M. (2016). The Influence of Gender, Intellectual Ability, Academic Self-Concept, Self-Regulation, Learning Strategies, Popularity and Parent Involvement in Early Adolescence. *International Journal of Information and Education Technology*, 6(8), 591-597.
80. Gurubasappa, H.D. (2009). „Intelligence and Self-concept as correlates of Academic Achievement of Secondary School Students“. *Edutrack*, 8(10).
81. Sayid, D. G. (2011). Relationships between academic self-concept and academic performance in high school students. *Procedia Social and Behavioral Sciences*, 15, 1034–1039.
82. Zahra, A.T., Arif, M.H. and Yousuf, M.I. (2010). Relationship of Academic, Physical And Social Self-Concepts of Students With Their Academic Achievement. *Contemporary Issues in Education Research*, 3(3), 73-78.

83. Shabir A. B. and Yashpal D. N. (2012). Self-concept and academic achievement of adolescent boys and girls in Srinagar. *Scholarly Research Journal for Interdisciplinary Studies*, 2(13), 1843-1848.
84. Solomon, F.K, Emmanuel, A.O., Adom, E. A. and Josephine, B. (2014). Achievement motivation, academic self-concept and academic achievement among high school students. *European Journal of Research and Reflection in Educational Sciences*, 2(2), 24-37.
85. Sagar, M. H. (2014). Relationship between Self-concept and Academic Achievement among the Secondary School Students of Dhaka City Md. *International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS)*, 1(9), 95-98.
86. Oluwatosin, S. A. and Bamidele, E. F. (2014). Self-Concept and Academic Performance of Secondary School Students in Chemistry. *International Journal of Social Sciences & Education*, 4(4), p946.
87. Agrawal, M. and Teotia, A.K. (2015). Academic achievement and self-concept of secondary level students. *International Education and Research Journal*, 3(1).
88. Asthana, Madhu (2011) Self-Concept, Mental Ability and Scholastic Achievement of Secondary School Students of Varanasi. *Journal of Community Guidance and Research*, 28, 1, 82-88
89. Khirade, Santosh K. (2012). A Study of Self Concepts of the Adolescents. *Indian Streams Research Journal*, Vol. 2 (8). Marsh, H. (1992). The content specificity of relations between academic self- concept and achievement: An extension of the Marsh/Shavelson model.
90. [Gupta .R\(2014\)](#) Study on Self-Concept, Academic Achievement and Achievement Motivation of the Students January [*IOSR Journal of Humanities and Social Science*](#) 19(5):88-93

BOOKS

1. Aggarwal, J.C. (1966). *Educational Research- An Introduction*. New Delhi: Arya Book Depot.
2. Aggarwal, Y. P. (2012). *Statistical Methods: Concepts, Application and Computation*. New Delhi: Sterling Publishers Pvt. Ltd
3. Best, J.W. & Kahn, J.V. (2014). *Research in Education*. PHI Learning Private Limited, Delhi
4. Frederick Nicholas Kerlinger. (1978). *Behavioural Research: A Conceptual Approach*, Orlando: Harcourt School Publishers.
5. Gage, N.L. (1963). *Handbook of Research on Teaching*. Skokie, III. Chicago: Rand McNally and Company, Good, C.V., & Barr, A. S. & Douglass, E. Scates. (1941). *Methodology of Educational Research*, New York:
6. Good, C.V. (1959). *Dictionary of Education*, McGraw Hill Book Company Inc. New York.

7. Guilford, J. P. (1973). *Fundamental Statistics...in...Psychology and Education*. 4th ed, New York: McGraw-Hill Books Co.
8. Guilford, J.P. (1956). *Fundamental statistics in Psychology and Education*, Mc Graw-Hill Book Company, Inc., New York.
9. Gupta S.P. (2000). *Statistical Methods*, Sultan Chand and Sons. New Delhi.
10. Gupta, L.B.(1973). *An Introduction to Statistical Methods* (7th Ed.), Vikas Publishing house Pvt. Ltd., Delhi.
11. Gupta, Rainu (2009). *Introduction to Statistics* (Purpose and Procedures).Doaba, House,Delhi.
12. Gupta, S.C. (2005). *Fundamentals of Statistics*. Himalaya Publishing House,New Delh.
13. Hills, P.J.(Ed). (1982): *Dictionary of Psychology*, Rout Ledge of Kegan Paul, London.
14. Keefe, J. W. (1987). *Learning.. Styles. Theory and practice*. Reston, VA: *National Association of Secondary School Principals*. . 4th ed, New York: McGraw-Hill Books Co.
15. Kothari, C.R.(1984). *Research Methodology and Techniques* ,m Wishaw Parkashan, Bomay.
16. Koul, Lokesh (2015). *Methodology of Educational Research* (2nd ed.), Vikas Publishing house Pvt. Ltd. New Delhi.
17. Mangle ,S.K. (2006). *Statistics I Psychology and Education*, PHI Learning Private Limited, Delhi.
18. Mangle ,S.K. and Shubra Mangal (2013).*Research Methodology in Behavioural Sciences*, PHI Learning Private Limited, Delhi.
19. Sansanwal, D.N. (2020). *Research Methodology and Applied Science*. Shipra Publications, New Delhi.
20. Singh, A.K. (2014). *Research Methods in Psychology, Sociology and Education*. Motilal Banarasidas, New Delhi.
21. Sukhia, S.P., Mehrotra, P.V., & Mehrotra, R.N. (1974). *Elements of Educational Research*. New Delhi: Allied Publishers Pvt. Ltd.
22. Thorndike R. M. & Christ-Thorndike T.M. (2015). *Measurement and Evaluation in Psychology and Education*. Pearson India Education Services Pvt. Ltd.
23. UNESCO. (1996). *Learning: The Treasure within*, Report of UNESCO of the International Commission of Education for the 21st century. Paris: UNESCO publishing.
24. Verma, S.P. (2005). *Practical approach to research methodology*. New Delhi: Akansha
25. Vialle, W., Lysaght, P., & Verenikina, I. (2005). *Psychology for educators*.Melbourne: Thomson/Social Science Press.
26. Vidhu Mohan. (2007). *Adolescents behavioural problems psychological intervention*.In Mahesh Bhargava, Brijlata Kotia & Vivek Bhargava (Eds.). *Modem psychology & human life*, Agra: Rakhi Prakasham.
27. Whitehead, A.N. (1929). *The Aims of Education and other Essays*. New York:Macmillan.

URL LINKS

<https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/60/>

<https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/345697>
https://www.google.com/url?q=https://ijcrt.org/z6kD5FHQbsdkw9RdF0Nv60koVK9rujlQW6yinLJwxuwQCluh9TAaAlrOEALw_wcB&usg=AOvVaw2hfEa5LUI4D41DtkqUH3PJ

https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/326477&usg=AOvVaw2xYIoKCLyHRg6bDgw_Hb1x

https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/299371&usg=AOvVaw0VnxnZdcE_Z6ri9SwPt4Zn

<https://www.google.com/url?q=https://iesrj.com/&usg=AOvVaw2k03K7D4yWji5h4311vk5c>

<https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/276079&usg=AOvVaw2G9E8vyeQE4xL-GCXqGxKD>

https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/283620&usg=AOvVaw16oLkOvQ7d7U_27zGOWoJo

<https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/276081&usg=AOvVaw28Ec1IrBh74tg3kn-pDCDy>

<https://www.google.com/search?q=%E2%80%A2+Alam+study+%282016%29+shodhganga+the+academic+stress+and+test+anxiety+as+predictors+of+academic+achievement+of+400+students+of+Aligarh+city>

<https://www.google.com/search?q=shodhgangaK+Suresh+Kumar.+Academic+achievement+in+relation+to+their+anxiety+and+depression+among+high+school.+Int+J+Appl+Res+2016%3B2%283%29:25-27.>

https://www.google.com/url?q=http://oaji.net/articles/2016/1170-1468963918.pdf&usg=AOvVaw35pJiREIQMXU5if2_2ww2C

https://www.google.com/url?q=https://journals.sagepub.com/doi/10.1177/039139888400700110&usg=AOvVaw2Gnhdu1xFdiPetfp_iby_v

<https://www.google.com/search?q=shodhganga+education+thesis+in+academic+achievement+with+respect+to+anxiety+learning+style+and+self+concept+of+senior+secondary+school+students>

<https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/31499%3Fmode%3Dfull&usg=AOvVaw1JF4t45sQWXYMSMzrtJjt>

<https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/349458&usg=AOvVaw13C6u9epkR2KV5WsMLE7T>

<https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/354217ZThosv>

<https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/354018&usg=AOvVaw0IZVtfmjSATdyYMJYdhlch>

https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/373739&usg=AOvVaw1epRtTdMhArg_0dNxUD7HO

https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/372523&usg=AOvVaw359n0MpPHLaL9yr_Qx9oe7

https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/219209&usg=AOvVaw3etBQ_kIgvroDzUozjx8Ls

<https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/60/&usg=AOvVaw18dZjspBwDe1ldido1Ugz>

<https://www.google.com/url?q=http://shodhganga.inflibnet.ac.in/handle/10603/298724&usg=AOvVaw0oH0KIy7BZHjPt4R02Vc7>

<https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/286187&usg=AOvVaw3CqL0xIQUmz9ueEk65Y9x0>

https://www.google.com/url?q=https://shodhganga.inflibnet.ac.in/handle/10603/283620&usg=AOvVaw16oLkOvQ7d7U_27zGOWoJo

https://www.google.com/url?q=http://shodhganga.inflibnet.ac.in/handle/10603/283620&usg=AOvVaw1Xdanv3_SftXymj2ENbQCs

<https://www.google.com/url?q=http://shodhganga.inflibnet.ac.in/handle/10603/42043&usg=AOvVaw1RmC-A3rAsxXLjs7dSsRru>

<http://admin.vmi.edu>

<http://granite.cyg.net>

<http://people.wcsu.edu/mccarneyh/acad/maruscsak.html>

<http://pss.uvm.edu/pssl62/#2>

<http://pubs.aged.tamu.edu>

<http://sll.stanford.edu/projects/tomprof>

<http://tiger.towson.edu>

<http://www.edb.utexas.edu/mmresearch/students97/hsiao/ls.html>

<http://www.education.utoledo.edu/par/Adults.html>

http://www.funderstanding.com/learning_styles.cfm

<http://www.psy.gla.ac.uk/-Steve/Istyles>

<http://www.vark-learn.com>

www.Stmary.k12.la.us/specialservices/frequent.htm

www.ascd.org

www.babson.edu/entrep/fer/babson2002

www.becta-org.uk

www.berghuis.co.nz

www.bmj.com/cgi/conte

ntwww.srjis.com

www.jetir.org

<http://www.recentscientific.co>

mwww.ijhssnet.com

[Http://www.ccsenet.org/ijps](http://www.ccsenet.org/ijps)

[http://isrj.org/article.aspx?articleid=4956.](http://isrj.org/article.aspx?articleid=4956)

APPENDIX-I COMPREHENSIVE
ANXIETY TEST

 <small>Copyright Regd. No. 244/1999/2000</small> A. K. P. Sinha (Raipur) L. N. K. Sinha (Patna)	Consumable Booklet of SCAT-ss <i>(English Version)</i>
--	--

Please fill up the following informations :		Date	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Name <input style="width: 80%;" type="text"/>									
Age <input style="width: 20%;" type="text"/>		Sex : Male		<input type="checkbox"/>	Female		<input type="checkbox"/>		
College <input style="width: 80%;" type="text"/>									
Department/Subject <input style="width: 80%;" type="text"/>									

INSTRUCTIONS
<p>Some statements are given in the next pages and they are concerned with your behaviour and temperament. Against each statements two alternate responses are provided in 'Yes' and 'No' form of cell. You have to read each statement and put your views by tick mark <input checked="" type="checkbox"/> on either cell below Yes or No response.</p> <p>Please reply all the statements without hesitation as your response will be kept confidential.</p> <p style="text-align: center;"><i>Although there is no time limit, still be quick in your work.</i></p>

Scoring Table

	Raw Score						Percentiles	Level of Anxiety
Page	3	4	5	6	7	8		
Score								
Total								

Estd. 1971	www.npcindia.com	☎:(0562) 2601080
NATIONAL PSYCHOLOGICAL CORPORATION UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007		

Sr. No.	STATEMENTS	YES	NO	Score
1.	Do you feel that you are punished without any crime ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	Do you lose the balance of your mind even under ordinary pressure of circumstances ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	Do you generally have unsteady mind ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	Do you generally stutter while talking to strangers ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	Do you sometimes feel that your life is useless ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	Do you weep very easily ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	Do you generally have the conflict of sin and righteousness in your mind ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	Do you get very much excited of the just remembrance of the bitter experiences of your life ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	Do you generally feel that you would lose your presence of mind ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	Do you feel so scared that your tongue gets dried up ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	Do you think yourself to be the sinner without any reason ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	Do you constantly have the strain in your nervous system ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	Do you occasionally have fear while going out that you may miss your train ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	Do you feel the lack of sleep ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	Do you always get yourself busy in some work or other just to forget your problems ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page No. 3

4 | Consumable Booklet of SCAT-5s

Sr. No.	STATEMENTS	YES	NO	Score
16.	Do you want to run away to some distant place having got tired of your problems ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	Do you generally commit such errors which are difficult to correct ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	Do you think that you have committed certain error because of which you are very restless ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	Are you afraid of going to high places ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	Do you generally feel physical weakness ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	Do you generally think that life will remain sad ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	Do you shed tears at the time of your troubles by the little sympathy of others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	Do you generally feel that you are helpless ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	Do you generally get lost in yourself ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	Do you generally work under the condition of strain ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	Do you generally remain in anxiety ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	Do you generally have mental tensions ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	Do you generally feel suffocation because of fear ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	Do you become very sad by the contradiction of your own statement ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	Do you feel that your life is dark ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page No. 4

Sr. No.	STATEMENTS	YES	NO	Score
31.	Do you have the fear of being unsuccessful even after thorough preparations ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	Do you generally feel so that you are going to lose everything ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	Do you get very much confused under such conditions in which you earlier encountered great loss ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	Do you think that life is full of despair ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	Do you get very much confused when you see some body in fainting or senselessness'?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
36.	Are you generally restless because of some troubles ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
37.	Do you generally think over the past events ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
38.	Do you become restless by the erroneous presumptions of others about you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
39.	Do you feel physical tired ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40.	Do you feel that even small things become problems for you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
41.	Do you generally have the fear of being caught by epidemic disease ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42.	Do you generally do such works which make you repented very much ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
43.	Do you become afraid of even by the imagination of failure ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
44.	Are you very often restless even by useless talks ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
45.	Do you generally get disturbed by imaginary evils ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page No. 5

Sr. No.	STATEMENTS	YES	NO	Score
46.	Do you generally have the complaints of constipation ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
47.	Do you feel that your fortune does not favour you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
48.	Do you generally get involved in such matters which may make you to forget yourself ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
49.	Are you unpleasing by nature ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
50.	Do you generally feel difficulty in making decisions ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
51.	Do you get touched even by short time waiting ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
52.	Do you generally have the fear that your life may not be doomed because of conspiracy of others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
53.	Do you generally have the fear of something or others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
54.	Do you think yourself to be more unfortunate than others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
55.	Do you feel that others generally misunderstand you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
56.	Do you generally get so restless that it is difficult for you to sit in one place ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
57.	Do you generally feel yourself inferior because of your own failures ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
58.	Do you generally have the feeling of loss rather than of gains ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
59.	Do you lose the presence of your mind even by ordinary bad events ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
60.	Do you have the feeling of excitation in every work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page No. 6

Sr. No.	STATEMENTS	YES	NO	Scores
61.	Do you generally get so much of troubles in any work that you have to leave it incomplete ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
62.	Are there such things, the recollection of which make you extremely excited ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
63.	Do you generally have the feeling of heaviness in your head ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
64.	Do you feel that people taunt at your talks ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
65.	Do you get annoyed even by ordinary opposition ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
66.	Do you think that death might have been some how better ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
67.	Do you generally forget even the recent talks ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
68.	Do you constantly have the fear of your defeat ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
69.	Do you generally get restless and excited ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
70.	Do you generally get lost in day dreaming ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
71.	Do you generally get angry with yourself ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
72.	Do you generally have the feeling of heart failure ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
73.	Are you generally afraid to seeing a crowd ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
74.	Do you have difficulty in concentrating at a certain object ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
75.	Do you have the possibilities of committing errors even after having done it with full care ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page No. 7

Sr. No.	STATEMENTS	YES	NO	Score
61.	Do you generally get so much of troubles in any work that you have to leave it incompleted ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
62.	Are there such things, the recollection of which make you extremely excited ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
63.	Do you generally have the feeling of heaviness in your head ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
64.	Do you feel that people taunt at your talks ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
65.	Do you get annoyed even by ordinary opposition ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
66.	Do you think that death might have been some how better ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
67.	Do you generally forget even the recent talks ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
68.	Do you constantly have the fear of your defeat ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
69.	Do you generally get restless and excited ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
70.	Do you generally get lost in day dreaming ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
71.	Do you generally get angry with yourself ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
72.	Do you generally have the feeling of heart failure ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
73.	Are you generally afraid to seeing a crowd ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
74.	Do you have difficulty inconcentrating at a certain object ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
75.	Do you have the possibilities of committing errors even after having done it with full care ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>


Total Score Page No. 7

Sr. No.	STATEMENTS	YES	NO	Score
76.	Do you ever have the feeling that you lack in sex potency ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
77.	Do you have conflicting thoughts ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
78.	Do you get excited very quickly ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
79.	Do you generally have the anxiety of your own failure ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
80.	Does ordinary criticism of yourself make you restless ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
81.	Do you generally have the feeling of urination or latrine when you have to undertake some important work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
82.	Do you sometime get angry or become pleased with others generally without any reason ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
83.	Are you generally in high tension when your work is not completed ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
84.	Are you generally sad because of unknown reasons ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
85.	Do you have anxiety on account of sex matters ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
86.	Do you feel restless ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
87.	Do you have more anxiety than others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
88.	Do you have such thoughts in your mind which you do not like ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
89.	Do you have difficulty in respiration ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
90.	Do you get disturbed even by the imaginary sadness ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page No. 8

APPENDIX-II

LEARNING STYLE INVENTORY

 T. M. Regd. No. 564838 Copyright Regd. No. © A-73256/2005 Dt. 13.5.05 Prof. K.S. Misra (Allahabad)	Consumable Booklet of LSI-MK (English Version)								
Please fill in the following Informations : Date <table border="1" style="display: inline-table; width: 100px; height: 20px;"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>									
Name _____ Sex : Male <input type="checkbox"/> Female <input type="checkbox"/> Age <input type="text"/> Year <input type="text"/>									
Father's Name _____ Date of Birth _____									
Class _____ Faculty : Arts <input type="checkbox"/> Science <input type="checkbox"/> Commerce <input type="checkbox"/>									
School/College _____									
INSTRUCTIONS									
On the following pages there are 42 statements about learning style. You are required to read each of the 42 statements and think how much preference you give to the given learning behaviour. Decide your answer on your actual behaviour on 5 alternatives, viz., Very Much, Much, Average, Less and Very Less , (which is nearer to your behaviour) by putting a <input checked="" type="checkbox"/> mark in the appropriate box. Answer all the 42 statements. Your answers will be kept confidential.									
I. SCORING TABLE									
Learning style	ER	EC	FR	FC	VR	VC			
Raw score									
z-Score									
Grade									
II.									
Learning style	Enactive (ER + EC)	Figural (FR + FC)	Verbal (VR + VC)						
Raw score									
z-Score									
Grade									
III.									
Learning style	Reproducing (ER+FR+VR)	Constructive (EC+FC+VC)	Total						
Raw score									
z-Score									
Level									
Estd. 1971 www.npcindia.com ☎:(0562) 2601080									
NATIONAL PSYCHOLOGICAL CORPORATION									
UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007									

2 | Consumable Booklet of LSI - III

Sr No.	STATEMENTS	PREFERENCE					Score
		Very Much	Much	Average	Less	Very Less	
1.	Understand lectures by listening tapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	Viewing figures on the computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	Explaining graphs in words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	Memorizing by listening to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	Copying figures given in books with the help of carbon paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	Write self experiences related to various activities in one's own words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	Reading loudly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	Making diagrams given in books by tracing with the help of a pointed object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	Asking teacher about the best solution from the many solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	Reading self written answers of various questions again and again	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	Making the figure given in books in mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	Writing the method of doing any work step by step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	Memorizing the relevant subject matter by writing it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	Draw figures by looking at the figures given in book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	Memorize similarities in almost similar things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Areas	ER					EC	FR					FC	VR					VC
Item No.	1	4	7	10	13	-	2	5	8	11	14	-	3	6	9	12	15	-
Raw Score																		
Total Score																		

Sr. No.	STATEMENTS	PREFERENCE					Score
		Very Much	Much	Average	Less	Very Less	
16.	Memorize any thing by silently telling it to oneself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	Drawing any figure again and again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	Memorize difference in almost similar things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	Recalling things learned to check how many of them have been memorized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	Seeing many figures related to a lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	Understanding explanations given in books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	Using equipments again and again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	Drawing diagrams related to any activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	Relating content given in books to self experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	Performing activities given in books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	Find out similarities between two or more figures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	Relating things to be learned to one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	Participating in activities related to learning a subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	Find out differences between two or more figures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Areas	ER		EC			FR		FC			VR		VC	
Item No.	16	19	22	25	28	17	20	23	26	29	18	21	24	27
Raw Score														
Total Score														

4 | Consumable Booklet of LSI-MK

Sr. No.	STATEMENTS	PREFERENCE					Score
		Very Much	Much	Average	Less	Very Less	
30.	Comparing two or more verbal descriptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	Handling things while learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	Draw graphs on the basis of data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	Considering any problem on the basis of various view-points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	Make self efforts to make a model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	Draw diagrams of organisms seen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
36.	Reorganize information received from various sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
37.	Compare one's own new and old experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
38.	Make diagrams of things seen by oneself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
39.	Analyze the contents of many books while writing answer to questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40.	Relate new experiences about activities done by oneself to one's old experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
41.	Making main parts of every figure more attractive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42.	Add new ideas while reading the subject matter of any lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Areas	ER	EC				FR	FC				VR	VC				
Item No.	–	31	34	37	40	–	32	35	38	41	–	30	33	36	39	42
Raw Score																
Total Score																

APPENDIX-III

CHILDREN'S SELF CONCEPT SCALE



T. M. Regd. No. 5648/18
Copyright Regd. No. © A 73296/2005 Dt. 13.6.05

Dr. S. P. Ahluwalia (Sagar)
Dr. Hari Shankar Singh (Gondia)

ANSWER SHEET

OF

CSCS-AS

(Hindi / English)

Please fill up the following informations

Date (दिनांक)

--	--	--	--	--	--	--	--

(कृपया निम्न सूचनाएँ भरिये) —

Name (नाम) _____

Father's Name (पिता का नाम) _____

Class (कक्षा) _____ Sex (लिंग) : Male (पुरुष) ☐ Female (स्त्री) ☐

Rural / Urban (ग्रामीण/शहरी) _____

School/ College (विद्यालय/कॉलेज) _____

SCORING TABLE

Area	I	II	III	IV	V	VI	Total Raw Score
Raw Score							

z-Score

Grade

Level of Self-Concept

Scorer _____

Estd. 1971

www.npcindia.com

☎ (0562) 2601080

NATIONAL PSYCHOLOGICAL CORPORATION

UG-1, Nirmal Heights, Near Mental Hospital, AGRA-282 007

2 | Answer Sheet of C S C S-PS

* Check

Sr. No. क्रमांक	Option विकल्प		Sr. No. क्रमांक	Option विकल्प		Sr. No. क्रमांक	Option विकल्प		Sr. No. क्रमांक	Option विकल्प	
	Yes हाँ	No नहीं		Yes हाँ	No नहीं		Yes हाँ	No नहीं		Yes हाँ	No नहीं
1.	<input type="checkbox"/>	<input type="checkbox"/>	21.	<input type="checkbox"/>	<input type="checkbox"/>	41.	<input type="checkbox"/>	<input type="checkbox"/>	61.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	22.	<input type="checkbox"/>	<input type="checkbox"/>	42.	<input type="checkbox"/>	<input type="checkbox"/>	62.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	23.	<input type="checkbox"/>	<input type="checkbox"/>	43.	<input type="checkbox"/>	<input type="checkbox"/>	63.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	24.	<input type="checkbox"/>	<input type="checkbox"/>	44.	<input type="checkbox"/>	<input type="checkbox"/>	64.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	25.	<input type="checkbox"/>	<input type="checkbox"/>	45.	<input type="checkbox"/>	<input type="checkbox"/>	65.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	26.	<input type="checkbox"/>	<input type="checkbox"/>	46.	<input type="checkbox"/>	<input type="checkbox"/>	66.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	27.	<input type="checkbox"/>	<input type="checkbox"/>	47.	<input type="checkbox"/>	<input type="checkbox"/>	67.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	28.	<input type="checkbox"/>	<input type="checkbox"/>	48.	<input type="checkbox"/>	<input type="checkbox"/>	68.	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	29.	<input type="checkbox"/>	<input type="checkbox"/>	49.	<input type="checkbox"/>	<input type="checkbox"/>	69.	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	30.	<input type="checkbox"/>	<input type="checkbox"/>	50.	<input type="checkbox"/>	<input type="checkbox"/>	70.	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	31.	<input type="checkbox"/>	<input type="checkbox"/>	51.	<input type="checkbox"/>	<input type="checkbox"/>	71.	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	32.	<input type="checkbox"/>	<input type="checkbox"/>	52.	<input type="checkbox"/>	<input type="checkbox"/>	72.	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	33.	<input type="checkbox"/>	<input type="checkbox"/>	53.	<input type="checkbox"/>	<input type="checkbox"/>	73.	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	34.	<input type="checkbox"/>	<input type="checkbox"/>	54.	<input type="checkbox"/>	<input type="checkbox"/>	74.	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	35.	<input type="checkbox"/>	<input type="checkbox"/>	55.	<input type="checkbox"/>	<input type="checkbox"/>	75.	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	36.	<input type="checkbox"/>	<input type="checkbox"/>	56.	<input type="checkbox"/>	<input type="checkbox"/>	76.	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	37.	<input type="checkbox"/>	<input type="checkbox"/>	57.	<input type="checkbox"/>	<input type="checkbox"/>	77.	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	38.	<input type="checkbox"/>	<input type="checkbox"/>	58.	<input type="checkbox"/>	<input type="checkbox"/>	78.	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	39.	<input type="checkbox"/>	<input type="checkbox"/>	59.	<input type="checkbox"/>	<input type="checkbox"/>	79.	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	40.	<input type="checkbox"/>	<input type="checkbox"/>	60.	<input type="checkbox"/>	<input type="checkbox"/>	80.	<input type="checkbox"/>	<input type="checkbox"/>

Check *