CHAPTER - I

INTRODUCTION
1.1 THE BACKGROUND

In the early Greek period, psychology was not recognized as a separate branch of knowledge. For example Plato's Philosophy included physics, psychology, logic and theology etc., but Aristotle divided Plato's philosophy into physics, psychology, logic, ethics and theology, which took a long period (not before the middle age) for its development as a separate science.

In early days the laws of psychology were based on introspection, which was based on a mind by the mind itself. Having many defects, this process was denied by the modern science, and the first psychological laboratory at Leipzig was founded by Wundt in 1879. Here objective and behaviouristic methods came to the forefront. The development of the whole psychological process was quoted by Professor Woodworth (1924): 'First psychology lost its soul, then it lost its mind, then it lost its consciousness; it still have behaviour of a kind.'

The next great landmark in the history of psychology was the publication of Binet and Simon's test of intelligence in 1905, 1908 and 1911. He started by collecting a number of tests from the most common experiences of two hundred children in Paris. In this way his First, second and third tests were published.

Later, Sir Francis Galton (1822-1911) began to investigate whether mental characteristics were inherited in the same way, as Charls Darwin, his senior cousin, believed in the inheritance of traits.
The earliest case of a feeble-minded was properly studied, was that of a wild boy, who was found by some hunters in 1797 in the woods in the department of Aveyron in Southern France. This aroused a keenest interest amongst the psychologist of the time. Itard, the pioneer psychologist of feebleminded took up the case and tried his best to educate him. Which later gave a proper guidance to his pupil Seguin, who worked on feebleminded children at the Bictre in Paris.

In late eighteenth century the radial and intellectual differences were measured by the facial angle (*Burzun 1937, p. 52*; *Haller 1971*). Where a large angle indicated superior station and small angle indicated stupidity (*Petras Camper*) and less than 70 degrees was considered less than human. In 1842 this facial angle was joined by the cephalic index (a ratio between the length and breadth of the head). It was widely used and was so potent that *Karl Pearson, Franz Boas and Binet* used it into the twentieth century.

In 1830, A third measurecranial capacity developed by Samuel *Mortan and his associates (Stanton 1960)* of the role of the brain in human action. This cranial capacity was assumed as a direct relationship between the brain and behaviour.

Recently *Stephen J. Gould (1978)* has reanalyzed Mortan's original data and found that all the investigated groups had average cranial capacities in the narrow range of 83-86 cubic inches, and these differences were largely related to differences in stature (*Eckberg 1979, P.121*)

These simple measures of the head became so popular that they continued to be used into the twentieth century (*Tobias-1970*), with a simple concept that superior beings had greater angels. In this way facial angle and degree of intellect came to be synonymous.
Previous to Binet there were many difficulties to arrange the suitable tests for different years. But Binet solved the problem, which was to a large extent right, as the later researches showed. He said - 'a man may be 16 years of age, at the same time may have the intelligence of a boy of 8 years'.

At present our method of measuring the intelligence is by comparison. We compare any child with the average child of that age. In fixing the upper limit of growth of intelligence by tests is a hard work. For this we have to keep the upper end sufficiently hard, so that the differences may be find out.

In this way after a long journey of different methods of testing we have come to the present stage of fixing the intelligence of a child. Later, with this scale we calculate the present state of academic achievement of the learner, and find out a new hypothesis of their relations. Whether his intelligence affects his academic achievement or not. If his intelligence influences his anxiety and frustration or a frustrated student is above the normal intelligent or below to it, are the questions of the psychologists which are being tested through the researches.


The effects of motivation in learning situation has been touched by Chaudhari (1971), Gokulnathan (1972), Bhargava (1972), Pathak (1974), Desai (1971), Desai and Trivedi (1972), Dave and Dave (1972) and Trivedi (1990).

Besides all these hundreds of attempts are going on for new findings and further suggestions to reorientate the present situations and systems. In relation to intelligence and its effects on different traits of personality adjustment and learning situation is a most important field for educationalists and researchers to enhance to standard of education of our country.

1.1.1 THE CONCEPT OF ANXIETY

Anxiety is an emotional state, whether arises in a situation of impending danger and manifested in expectation of unfavourable vents. It represents generalized diffuse fright. It is usually associated with expectation of failures in social interaction; caused by the fact that the source of danger is unknown.

Anxiety may manifest itself as a feeling of helplessness, and lack of sufficient strength in the face of external factors.

Empirical studies distinguish situational anxiety, which accepts it as a personality trait about real and imaginary dangers. A Concise Psychological Dictionary (1987) quotes - "Anxiety may be attenuated by defense mechanisms, eg. repression, substitution, rationalization and projection etc."
In general speaking there are two terms in daily use as repression and Anxiety very similar to each other. But "repression lies simply in the function of rejecting and keeping something out of consciousness" (Freud, 1949, p. 86). While "Anxiety is undeniably related to expectation; one feels anxiety lest something occur (Freud 1936, p. 112).

In this way we can see that these are different things and they offer to each other in relation to different things and they differ to each other in relation to their nature. In this way, we can say that anxiety is the original conception of repression. Freud emphasized it as the unacceptable impulse. Explaining the effect of anxiety, which he had observed in neurotic patients whose troubles were rooted in the repression of sexual impulses, as a consequence of repression. He accepted that excitation of repressed instinctual impulse is transformed, and as a result of repression comes the effect of anxiety.

Freud finally saw that the flight of the mind from the painful is a flight from anxiety, which is undeniably related to expectation or some external threat.

Searching the function of anxiety trend has noted that it arises in situation of impending danger. He accepts that it is a primitive response to a situation in which the individual is helpless in the face of ever increasing painful stimulation.

Anxiety is reduced when the pain or danger is averted. It is aroused as a signal, whenever the forbidden impulses against threaten to break into consciousness. In this way anxiety is the motive power of the censorship of interpretation of dreams and symptoms. In other words we can conclude that anxiety is the cause of repression and not its consequence.
ANXIETY IN ITS PSYCHOANALYTIC FACE:

Freud's basic ideas have been elaborated and extended by many others who have followed their lead in the clinical treatment of neurosis. Psychoanalytic theory is a lively contemporary system of thought, which many psychiatrists and clinical psychologists have found more suited in helping the emotionally distressed than any other scheme that has been devised.

Freud (1920) explains his psychoanalytic theory and treatment as……"In psycho-analytic treatment nothing happens but an exchange of words between the patients and physician. The patient talks, tells of his past experiences and present impressions, complains and expresses his emotions. The physician listens, attempts to direct the patient's thought processes, reminds him, forces his attention in certain direction and observes the reactions of understanding.

This was the Freud's 'laboratory' and the facts he sought to explain. He gave many other general observations, how children and adults behave in everyday life. He accepted that "One may surely give oneself up to a line of thought, and follow it up as far as it leads, simply out of scientific curiosity."

Anyway the Freud's viewpoint was the general assumption that all thought and action is strictly determined and are based on conscious, and unconscious thoughts. Holt (1915) quotes:

"A man's conscious thoughts, feelings and desires are determined by unconscious thoughts which lie far deeper down, and which the upper. Conscious man knows nothing of..."

In this way we can conclude that the term anxiety is most often used to describe an unpleasant emotional state, which is characterized by
subjective feelings of tension, apprehension and worry, which is aroused of the autonomic nervous system. This state is evoked whenever a person perceives a particular situation as potentially harmful and dangerous to him. This state varies in intensity and fluctuates overtime as a function of the amount of stress that impinges upon an individual.

This term is also used to refer to relatively stable individual differences in anxiety proneness as a personality trait. Persons who are high in anxiety-trait are disposed to perceive the world as more dangerous than low anxiety-trait individuals. So many problems like unemployment, economic crisis, psychological maladjustment, loss of control, manifestations of tension, aggression behaviour and low self-image etc. are highly linked to anxiety.

1.1.2 THE CONCEPT OF FRUSTRATION:

'Frustration is a thwarting of a need or desire'. Frustration results when our motives are thwarted either by some obstacle that blocks our progress or by absence of an appropriate goal. It may be minor or serious, and may arise from inner or outer sources.

1. External frustration:

Due to a wide range of environmental obstacles (Physical and social) external frustration takes place. Famines, storms, earthquakes, accidents are major sources of thwarting in physical environment.

Social obstacles are found in the various restrictions and regulations which society places upon behaviour.

Other major external obstacles include wars, economic depressions, excessive competition, lack of opportunity, rapid change and general social uncertainty.
2. Internal Frustration:

Personal limitations in the form of physical handicaps, insufficient ability or lack of social charms may all become sources of frustration.

Many internal frustrations arise out of psychological barriers in the form of reality and ethical controls. Some biological conditions such as fatigue and disease are important sources of stress.

Frustration has its close relation with the understanding of normal and abnormal behaviour. The importance of the study of frustration has come to the forefront with the emergence of clinical psychology.

The special impetus for the interest to the field of frustration goes to the work of *Freud (1933)*. It was Freud who first of all established causal relationship between frustration and behaviour disorders. Earlier to Freud, *Pavlov (1927)* conducted his experiments in Russia on the physiology of dogs. During his experiment he found that animals lost their learnt behaviour (conditioned reflexes) and lapsed into a confused state. This was the phenomenon of frustration. Since then, the study of frustration is gaining importance, both for its value in understanding of some theoretical problems, and for its practical usefulness in understanding the dynamics of behaviour.

Frustration has always been inevitable in human life. In the twentieth century one has to face various competitions, like marital, social, economic and many other tensions. Therefore frustration is closely related with the problem of "adjustment, change, personality development and academic achievement.

Whether, Frustration plays a 'constructive' or 'destructive' role in life depends upon the way an individual reacts to frustrating situation. The
type of reaction to frustration has an - "important bearing on the general comfort and effectiveness with which one lives". Constructive and destructive refer to adaptive and maladaptive (neurotic or psychotic) reaction to frustration. If frustration has both 'constructive' and 'destructive' value in life. The aim of investigation into the determinants and reaction patterns should be to encourage 'healthy' reactions in resolving frustrations, rather than dealing with them inadequately. One of the healthy reactions is, when individual intensified his effort to reach the goal and faces the situation as it is rather than taking help of the defense mechanisms or resorting to abnormal behaviour.

Frustration studies have been always useful in connection with personality studies and behaviour disorts. Murphy (1967) has pointed out the effects of frustration as a moulding factor of personality. He says -

"Profound frustration is characteristic of modern man, woman and child so characteristic that the sociologist and psychiatrist take it for "granted and attribute to it much of the neuroses and psychoses that characterize society today".

Stafford and Hsu (1948) Sherman and Jost (1942) and Marquart (1948) have studied the relationship between reaction patterns and personality.

According to Dollard and others (1939) the existence of frustration always leads to some form of aggression.

The influence of sex variable on reactions to frustration has been investigated by Janis and Field (1959), Sears and others (1957), Maier (1949) and Lansky, Crandall, Kagan and Barkar (1961). All of them agree that women are less aggressive as compared to men.
1.1.3 THE CONCEPT OF LEVEL OF ASPIRATION:

This term of level of aspiration appeared about five decades before, until the appearance of Lewin's 'Dynamic Theory of Personality' in 1935. He used a term as 'ANSPRUCHSNINEAU', and this was translated into English as 'Level of Aspiration'.

For the first time this concept of level of aspiration was introduced by Lewin's student Dembo (1931), in reference to the degree of difficulty of the goal towards which a person is striving:

While Hoppe (1930), was the first man to have the first experimental analysis of aspirational phenomena, and motivated few others to investigate the factors which influence goal setting behaviour.

Later Jucknat, Frank, Sears and others made valuable contributions in the field of aspiration. Defining the term level of aspiration Frank (1935) said- "The level of future performance in a familiar task, which an individual knowing his level of past performance in the task, explicitly undertakes to reach".

Investigators frequently used this definition. Now the level of aspiration is considered to be one among the various constituents of personality.

In a word level of aspiration is an individual's expected level of achievement. It is an aspect of personality, which serves as an active psychological force that designates both goal setting and goal seeking behaviour.

According to our psychologists many issues are involved in the study of level of aspiration, such as -
i. The subjective nature of an individual's goal.

ii. The discharge of tension, when the goal is attained.

iii. The problem of conflict, decision of choice.

iv. The influence of immediate past experience on the subsequent life space.

The level of aspiration implies an 'ideal goal', which has an inner structure. It may be 'too difficult' or 'too easy'. On the basis of this goal, the individual sets another goal for the next action. This is termed as 'action goal', which is generally referred to the level of aspiration that is determined by personal, situation and cultural factors.

A theoretical conception of level of aspiration was presented for the first time by Escalona (1940) and was elaborated by Festinger (1942). This theory is referred as the 'Resultant Valence theory' of the level of aspiration. In this theory, individual's feeling of valance of success, and fear of failure, increases and decreases with the difficulty level.

In this theory, the following four conditions of psychological inner feelings have been described as —

1. **The Valence of Success:**

   *Festinger (1942)* has described it as the "Positive Valance of future success. It appears in a person when he sets his goal, and is very low at the very easy level and rises to a maximum at the difficult levels of performance".

2. **Valance of Failure:**

   This condition is described by *Festinger (1942)* as - "the negative valance of future failure as it appears to the subject when he sets his goal".
3. Expectance of Success

According to Festinger (1942) this condition is concerned with the future performance of the individual. In other’s words we can say that it is the judgement of the subject as the time when he sets his goal, in the probability of reaching a given level of performance.

4. Expectance of Failure:

Festinger asserts that it can also be known as the subjective probability of failure at the time of setting the goal. Its nature can be defined as "Psychologically the expectation of failure decreases as the expectation of success increases".

In this way this theory of level of Aspiration highlights the importance of individual of differences in motivation with achievement and failure. It suggests how aspirations can be explained in terms of differences of success and failure.

The most typical result of the early studies of level of aspiration is summarized by Levin (1951) as:

"Experimental work on the level of aspiration has brought out the variety of influences which are present for a single decision as to action goal. It has been found that nearly all individuals of western culture give initially a level of aspiration, which is above the performance score, and under most conditions tend to keep the goal discrepancy positive."(page-337)

In other words we can conclude that a sign of success in any individual:

i. Makes the subject proud, self satisfied with his achievement, willing to help others, encourages to seek new challenges, independent in himself, self confident, cheerful and happy.
While failure encourages the subject to lower his aspiration to realistic level to seek advice and help and makes unsure of his abilities, failure complex, weakness motivation and willingness with a depressed unhappy life.

ASPIRATION AND LEVEL OF ASPIRATION

Aspiration means determination of goal. In the words of Haller (1968) - 'Aspiration' can serve well to describe ego's own oriental to a goal, while "cognitive orientational aspect of-goal directed behaviour is' level of aspiration'.

In other words, our actions are the outcome of our aspirations. Aspirations actually fulfill our needs and make us active. It is a goal setting behaviour and setting the goal depends on the ego-involvement. Our aspirations unfold the fact that how much we feel ourselves involved in any task or situation.

Level of aspiration is the level at which a person sets certain goals and hopes to reach them. It is the standard by which a person judges his performance as good or bad.

According to Hurlock, aspiration means a longing for what is above one's achieved level with advancement on it as its end. In other words, aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him or in which his ego is involved.

Quoting the concept of aspirations Harrison (1969) has defined it as "that which one expects to achieve, as that which one will be doing at some future date may be termed as aspiration. According to Drever (1952) the term level of aspiration is best explained as a frame of reference involving self-esteem or alternatively as a standard with a reference to which an individual experiences i.e. has the feeling of success or failure.
Boyd (1952) also has defined the level of aspiration as "An individuals goal or expectation in regard to goodness of his own future performance for a given task. In other words, the level of aspiration is an individuals ambition in a dynamic situation".

DETERMINANTS OF LEVEL OF ASPIRATION:

Level of aspiration is usually influenced by the following factors:

(i) Environmental factors.

(ii) Personal factors.

In early childhood his environment largely shapes his aspirations. As he grows in experiences, he becomes aware of his abilities and interests but his aspirations and values are still environmental in origin. His environmental determinants are such as -parental ambitions, social expectations, fear pressure, culture, social values, competition and group cohesiveness.

While their personal determinants are like, wishes, personality, previous experiences, values and interests, sex and racial background, which affect the child's level of aspiration.

1.1.4 THE CONCEPT OF INTELLIGENCE

The concept of intelligence has its significance in educational thought and planning and individual's behaviour thoughts and expressions are estimated in terms of their intellectual capacity.

Before 1900, the word 'intelligence was used as a synonyms for 'knowledge information'. The connotations of the word changed radically after 'Standard Binet Intelligence Test'.
"For Binet, intelligence was the resultant of all higher mental processes in complex interaction. Hence, intelligence would be measured only by an extensive sampling of any kinds of test items." According to the British psychologists intelligence involves:

(1) Ability to see a relationship between objects and ideas; and 
(2) Ability to apply these relationships to novel situations.

While psychologists like, Thorndike believe that intelligence is divided into three kinds:

(i) Social intelligence.  
(ii) Mechanical intelligence.  
(iii) Abstract intelligence.

This classification was based on the 'mental functions of human being'; but now we are in a position to make a formal analysis of the structure of intelligence, which gives various theories of intelligence.

THEORIES OF INTELLIGENCE

1. The Multifactor Theory:

According to this theory there is no such factor as 'general intelligence' but it is said to be constituted of a multitude of separate factors of ability.

2- The Two Factor Theory

In this theory Spearman (1904) discovered a common element in all cognitive abilities, which involves a general factor (G) and a specific factor (S).

3. Sampling Theory

This theory was formulated by Thompson, where intellectual behaviour depends upon a large number of independent abilities.
4. Group Factor Theory

According to this theory mental operations constitute a 'group, and each of which has its own primary factors like, verbal ability, number, spatial, perceptual, memory, reasoning and word fluency.

Guilford and his associates (1967) found that intelligence consists of at least five different types of cognitive processes, like- memory, divergent production, convergent production, recognition and evaluation. All these five cognitive processes can produce a unique composite of many different intellectual abilities which every individual posses.

SOME DEFINITIONS

Hurt defined intelligence as- "an inborn all round mental ability and which was noted in Lexicon Encycl. (Vol.II) as :

"Intelligence refers to the all round effectiveness of an individual’s mental processes, particularly his comprehension recall and learning and thinking and reasoning capacities".

Gean Piaget's view was different. The same book confirms that "Piaget explores the limitations and growth of young children's thinking, rather than merely measuring intelligence."

Initially intelligence was conceived as an innate brainpower, which distinguishes animals from simpler organisms and geniuses from average persons. The psychologists of today realize that the development of intelligence is partially determined by heredity.

But A.R.Gensen's (1978) statement is contrary to this— "There is no answer to the question of what intelligence really is."

He further explains - "In this way one must assume that intelligence is genetically determined as a general innate capacity underlying all our
abilities on the genes that we inherit one, and is also fairly constant throughout life."

Now a days the term artificial intelligence is being used - which deals with the development of devices that exhibit intelligence (Lexicon Encycl. Vol. 2).

But our modern psychology wants to put everything to the test of experiment and not to accept any general preposition without measuring its truthfulness mathematically.

Consequently a large number of psychologists are engaged in solving such problems as —

i. Is intelligence inherited or acquired?

ii. Is it general or specific?

iii. Does this superiority continues throughout life or deteriorates in later life?

Inspite of good deal of research the opinion is still sharply divided on many of these problems. This is partly due to the biased findings and partly due to the fact that human mind is not predetermined. It reacts to a single situation in various ways. Therefore we have to base our conclusions on the average results of the reactions of these people.

1.1.5 THE CONCEPT OF ACADEMIC ACHIEVEMENT

In general terms, achievement refers to the academic attainment of the pupil at the end of an educational programme. It is to this concept that the term achievement is referred here. Therefore every educationist, teacher and educational administrator maximizes the achievement within a stated setup.
This term of achievement has been used in this investigation in context to academic attainment. Particularly, it is the most important in the present socio-cultural perspective. This is the reason why great stresses are laid-down on the attainment in schools from the very beginning of formal schooling.

Schools perform the function of selection and differentiation among students on the basis of their scholastic attainment and opens avenues for advancement, in terms of achievement.

Academic achievement is a record, which tells us about the scholastic performance of the pupil in school subjects. *Bist (1972)* "states-Scholastic achievement in its concrete form is measured in terms of the percentage of marks or division obtained by the students at some common examination".

Academic achievement indicates pupil’s performance in a subject at school level. It is influenced with various factors as intelligence, socio-economic status, study habits and level of aspiration. Various researches done in this field revealed the fact that achievement is the outcome of several factors related with the student's home and school atmospheres.

To have a standard academic attainment of a student academic test are performed, which can be known as a technique of psycho-diagnosis, revealing the extent to which subjects have mastered specific knowledge, abilities and skills. For this purpose action tests, written tests and oral tests are used.

The purpose of testing is to collect objective information that may be used in conjunction with subjective information to make better educational decisions. Such decisions are usually based on information obtained from standardized, tests. These tests may be summarized as:
1. Verbal test (Emphasizes reading and writing)
2. Non-verbal (tests composed of numerals or drawings)
3. Objective (true-false multiple choice and matching tests)
4. Subjective test (Essay type test)
5. Teacher made (Teacher made class room tests)
6. Standardized (Tests constructed by measurement explores over a period of years)
7. Power tests (Tests with liberal time limits to attempt each item. Items tend to be difficult.
8. Speed test (Tests with time limits so strict that no one is expected to complete all items. Items tend to be easy.)

1.2 EMERGENCE OF THE PROBLEM

In the present situation every human being is always busy to attain its satisfaction and livelihoods. This type of busyness is always guided by our internal forces, like drives, incentives, inner motives and anxieties.

Anxiety itself is a kind of inner drives which makes conscious, always towards the attainment of the goal unless it surpasses the limit of consciousness, for over anxiety becomes the root cause of hypertension and madness which destroys the right tracks of the goal attainment.,

Freud (1936) describes anxiety- 'as the flight of the mind from the painful, is a flight from anxiety. Again he asserted "anxiety is undeniably related to expectation; one feels anxiety last something occur."

Frustration is also a mental situation, where an individual is failed to have his favourite goal. He is directed towards-another direction. His energy is lost and mental power is deviated. He swings only in his
imaginary flights, not sure for his individual and family life. Very often he remains confused and passive. In this way frustration is also a most important factor to affect the educational achievement, inspite of high intellect of human being.

At the third place comes the level of aspiration, which is also an important psychological factor to affect the student’s educational achievement. It sets a right platform for success in life. If it is high it derives a student towards his goal. It energizes and controls students towards a favourable situation. But if this aspiration is low, it affects our right situation and directs them towards anxiety, frustration and failureness. It forcibly sacks our intellectual efforts and powers. It affects their educational achievement and carries them towards a dark situation of aloofness.

In this way we are generally known that inspite of high intellect, if we are living in an atmosphere of over-anxiety level, frustration, and low level of frustration, our educational achievement is affected. Our progress is marred and destination is blocked.

Therefore, there are so many questions here to be answered as - is there any relationship between achievement and intelligence, or is there any relationship between level of aspiration and achievement, or is there any relationship between frustration and achievement or is there any relationship between anxiety and achievement?

All these questions, which are waiting their answers, motivated the researcher to study the particular topic.

1.3 STATEMENT OF THE PROBLEM

"The impact of Anxiety, Frustration, Level of Aspiration and Intelligence on Academic Achievement."
1.4 DEFINITION OF THE TERMS USED

Anxiety

"Anxiety is undeniably related to expectations; one feels anxiety test something occurs." (Freud, 1936).

Frustration :

Frustration is a thwarting of a need or desire. It result when out motives are thwarted either by some obstacle that block our progress or by absence of an appropriate goal.

Level of aspiration :

Level of aspiration is an individuals expected level of achievement. It is an aspect of personality which serves as an active psychological force that designates both goal setting and goal seeking behaviour.

Intelligence :

As ‘A concise psychological Dictionary state :- it is relatively stable structure of the mental ability of the individuals/ a number of psychological concepts of intelligence identify it with a system of mental operation, with the type and strategy of problem solving with the efficacy of the individuals approach to a particular situation requiring cognitive activity combined with the cognitive style.

Academic achievement

A test, with the characteristics of reliability, validity and usability, which is used for evaluating achievement is called achievement test.

While academic achievement is a record, which tells us about the scholastic performance of the pupil in school subjects.

Academic achievement indicated the pupil’s performance in a subject at school level, influence with various factor as intelligence socio-economic status, study habits and level of aspiration etc.
1.5 OBJECTIVES OF THE STUDY:

The main objectives of the study were:

1. To study the intelligence of higher secondary students in relation to gender, faculty and locale.
2. To study the educational aspiration of higher secondary students in relation to gender, faculty and locale.
3. To study the anxiety of higher secondary students in relation to gender, faculty and locale.
4. To study the frustration of higher secondary students in relation to gender, faculty and locale.
5. To study the academic achievement of higher secondary students in relation to gender, faculty and locale.
6. To study the effect of intelligence, educational aspiration, anxiety and frustration on academic achievement of higher secondary students.

1.6 HYPOTHESES OF THE STUDY:

The hypotheses of the study were:

1. There exit no significant difference in intelligence of higher secondary students in relation to sex, faculty and locale.
2. There exit no significant difference in educational aspiration of higher secondary students in relation to sex, faculty and locale.
3. There exit no significant difference in anxiety of higher secondary students in relation to sex, faculty and locale.
4. There exit no significant difference in frustration of higher secondary students in relation to sex, faculty and locale.
5. There exit no significant difference in academic achievement of higher secondary students in relation to sex, faculty and locale.

6. There exit no significant relationship between the intelligence and academic achievement of higher secondary students.

7. There exit no significant relationship between the level of aspiration and academic achievement of higher secondary students.

8. There exit no significant relationship between the anxiety and academic achievement of higher secondary students.

9. There exit no significant relationship between the frustration and academic achievement of higher secondary students.

1.7 DELIMITATIONS OF THE STUDY:

The present study was delimited in the following respects:

1. The present study was related to the students of intermediate classes of Jhansi district.

2. The present study was free from any boundation of caste, religion and language.

3. The present study covered the sample of 300 male and female students without any distinction.

1.8 ORGANISATION OF THE STUDY:

The organizational structure of the present study was as follows:

CHAPTER-1

It dealt with the background, definition, concept and nature regarding the topic, objectives, hypotheses and delimitations of the present study.

CHAPTER – II

It deals with the review of the related literature of India and abroad.
CHAPTER - III

It dealt with the method and procedure adopted in the present study.

CHAPTER - IV

It deals with the analysis and interpretation along with the discussions of the result.

CHAPTER - V

It deals with the conclusions of the present study, finding and suggestions.

In the last the summary of the present study, the bibliography, raw scores and the necessary enclosure were place in the appendices.