CHAPTER II

REVIEW OF RELATED LITERATURE
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Most research work involves substantial use of published literature indeed the ability to ferret out obscure facts is often seen as the primary activity of the researcher and the regulations for research degrees always contain a requirement that the candidate should demonstrate the ability to make proper critical use of relevant literature. For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the work, which has already been done in the area of his choice.

"The survey of related studies implies locating, studying and evaluating reports of relevant researches."

The researcher draws maximum benefit from the previous investigations, utilizes the previous findings, takes many hints from the designs and procedures of previous researches, matches his conclusions information’s to the existing store of knowledge. Equally assessing the novelty of promising ideas will normally involve the researcher checking the literature to ensure that his proposed topic has not been tackled before and to define an area of study that he can consider his own.

Fig. 2.1 Importance of Review of Related Literature
The researcher has followed following steps in literature searching, which are shown in fig. 2.2 in the form of flow chart.

**Fig. 2.2 Major Features of Literature Searching followed by the Researcher**
In present research work entitled "The impact of Anxiety, Frustration, Level of Aspiration and Intelligence on Academic Achievement." researcher has presented an exhaustive survey of researches with regard to the variables under study viz; Anxiety, Frustration, Level of Aspiration, Intelligence and Academic Achievement.

The various research studies conducted in relation to variables under study are as follows:

➢ **Muthayya (1960)** studied Level of Aspiration and its relation to modes of reaction to frustration among adolescents. He concluded that

1. The educational level had no influence over ones aspiration level.
2. Flexibility was more in the lower standards than the higher standard,
3. There was negligible correlation between aspiration and school achievement,
4. Aspiration patterns (high, middle and low) had significant association with the frustration reaction categories respectively.

➢ **Mohanty (1972)** Studied Level of Aspiration as a Function of Sex, Socio Economic Factors and Class performance. In this study he concluded that

1. Socio-economic status did not influence the level of aspiration of the subjects,
2. In the test of level of aspiration males scored significantly higher than the females,
3. The high, middle and low achievers showed significant differences in their aspiration scores.
Adaval (1973) in his thesis entitled 'A Study of Confirmity Behaviour as Related to Anxiety and Other Personality Variables found that

1. High level of anxiety, lack of confidence, group dependency and low ego strength were correlated with conformity behaviour,
2. Low conformity subjects were confident, dominant, self-sufficient and possessed high ego strength and low level of Anxiety,
3. Females were found to be more confirming than males.

Srivastava (1976) studied personality factors as predictors of academic achievement of high school students. The important result of the study was intelligent, emotionally stable, adventurous and self-sufficient students were high achievers.

Hussain (1977) studied Academic Attainment in relation to Level of Aspiration and Anxiety. The major findings of his investigation were

1. The academic performance of the group with moderate anxiety was significantly better than that of on the academic performance was also the same nature.
2. Interaction between anxiety and aspiration did not exercise any significant effect on the academic performance.

Gupta (1978) studied Anxiety and Achievement Motivation in Relation to Academic Achievement, Sex and Economic Status. He found that-

1. Girls were significantly more anxious than boys,
2. Students from higher socio-economic classes showed lower level of anxiety,
3. Students having higher academic achievement showed lower level of anxiety.
Srivastava (1978) examined the effects of Family Anxieties on Educational Achievements of Adolescent Girls Students of Basti District. He concluded that-

1. Most of the girls lacked attention from parents,
2. The adolescent girls needed moral education as well as sex education,
3. Family anxieties did not significantly affect the educational achievement.

Mishra (1978) investigated the relationship of creativity, intelligence and general anxiety separately among the high and the low achieving students in science, commerce and arts. The stratified random sampling technique was used to draw a sample of 600 cases (200 term each stream) for comparing the high and the low academic achievers of arts, commerce and science on creativity, intelligence and general anxiety. The tools used for the collection of data were Mehdì’s Test of Creativity, Raven’s Standard Progressive Matrices. The findings of the study were -

1. The high achievers of arts were higher on the level of creativity than the low achievers in arts.
2. The high achievers in commerce were higher as regards the level of creativity than the low achievers in that stream.
3. The high achievers in science were higher on the level of creativity than their low achieving counterparts.
4. The high achieving boys in arts had a higher creativity than their low achieving counterparts. The high-achieving girls in arts were significantly higher on the level of creativity than the low achieving girls.
Bhatnagar (1979) investigated the relationship between Values, Aspirations and Personality Traits of Adolescents in Rajasthan. He concluded that –

1. All students expressed unfavourable attitude towards older generation,

2. Delinquents, expressed fear of failure in examination and lack of interest in studies.

Gupta (1979) examined Psychological Stress related to level of Aspiration and Achievement Motivation, on a sample of 680 students of intermediate classes. Results indicate that there existed significantly high positive relationship between spychological stress and achievement motivation, educational aspiration and occupational aspiration.

Sharma (1979) studied Self Concept, Level of Aspiration and Mental Health as Factors in Academic Achievement. The main findings of the study were –

1. The level of aspiration did not influence academic achievement,

2. Differences in academic achievement influenced the level of aspiration,

3. The level of self concept did not influence the level of aspiration,

4. Boys and girls differed significantly on their adjustment scores,

5. The level of aspiration was not significantly related with family income, birth order and vocational aspiration.
➢ **Bharathi (1980)** in his study entitled as - Anxiety in Elementary School Children: a Study of Some Selected Antecedent and Consequent Behavioural Correlates found that –

1. Parental attitudes were strongly associated with anxiety in children,
2. High Anxiety in children affected the speech function.

➢ **Dubey (1980)** in a sample of 400 male children from class IV, studied on the topic of ‘The Study of Effects of Frustration on Personality Development’ and found that –

1. In the condition of frustration the level of motivation decreased,
2. A negative attitude was formed among the frustrated individuals,
3. There was a greater effect of frustration among the intelligent group.
4. The frustrated individuals were more affected by suggestions.

➢ **Qureshi (1980)** studied Creativity in Relation to intelligence, Manifest anxiety and Level of Aspiration of High School Girls. On the basis of the results, he concluded that-

1. Anxiety appeared to be a positive correlate of creativity,
2. Aspirations were related to creativity and its components,
3. Intelligence, anxiety and aspiration promoted creativity and its components.

➢ **Shivappa (1980)** studied the factors affecting the academic achievement of high school students. He found that educational aspiration; SES, need achievement and intelligence were significant positive correlates.
Saxena (1981) studied Need Achievement in Relation to Creativity, Values, Level of Aspiration and Anxiety. His main findings were –

1. There was relationship between n-Ach. and the level of aspiration,

2. Having high level of aspiration male and female differed significantly regarding n-Ach. scores,

3. There was no significant relationship between n-Ach. and anxiety,

4. Values, creativity, anxiety and the level of aspiration were the predictors of n-Ach. for the students of both sexes.

Bedi (1982) studied Aspirations of Adolescents as Related to Socio Economic Status, Intelligence and Sex. Results indicated that –

1. Educational and occupational aspirations were significantly correlated with intelligence,

2. Correlation between intelligence and occupational aspirations differed significantly in respect of sex and place of residence.

Dagaur (1982) found in his study, entitled as ‘A Study of Relationship between Anxiety and Creative Thinking’, that –

1. The high creative on originality were significantly high on anxiety also,

2. Males and females did not differ as regards creative thinking abilities.

3. There was high positive relationship between anxiety and neuroticism and between psychoticism and anxiety.
Dixit (1985) compared the academic achievement and intelligence of adolescent boys and girls studying in classes IX and XI. The sample for the study consisted of 800 students studying in classes IX and XI. Jalota’s Group General Mental Ability Test was administered to the subjects to get an idea about their mental ability and marks obtained by them in the annual examination were taken as the criterion of Academic Achievement. The main findings of the study were:

1. Among class XI students there was no difference in the Academic Achievement of intellectually superior and intellectually very superior boys and girls.

2. At all other intellectual levels the academic achievement of the girls was superior to that of the boys.

3. Among class IX students there was no significant in the Academic Achievement or intellectually very superior and intellectually superior boys and girls.

4. At all the other intellectual levels the Academic Achievement of the girls was superior to that of the boys.

5. In general the intelligence test scores of the boys were higher than these for the girls.

Mehrotra (1986) made a study of the relationship between intelligence, SES, anxiety, personality adjustment and academic achievement of high school students. He found that, there was an inverse relationship between level of anxiety and academic achievement of students, a positive relationship exited between SES of the family of the students and academic achievement of students, between intelligence and academic achievement, between level of adjustment and academic achievement.
Trivedi (1990) studied the nature of the relationship between the anxiety level and academic achievement of undergraduate students. In order to find out the level of anxiety of undergraduate students involved in this study the comprehensive test constructed and standardized by Sinha was used. 270 students were selected at random from five colleges of Kutch District. The findings of the study were

1. No significant differences has been found between the means of boys and girls in respect to their anxiety level, there has been no significant difference between the means of the students of science and arts streams either but there have been significant differences between the means of the student of commerce and science and commerce and arts streams.

2. A negative relationship has been found between the anxiety level and Achievement between the girls’ student of commerce and arts stream but in the groups of boys and students of science stream a positive correlation has been found very low and not significant.

Balasubramanian (1993) studied that how far intelligence is related to pupil’s academic achievement in English. The sample of the study comprised 320 boys and 260 girls studying in higher secondary schools. The collected data were treated with mean, SD, t and correlation. It was found that the intelligence of pupils positively influenced their academic achievement in English and sex of pupils had no influence on their intelligence as well as academic achievement on English.
 Galaubramanian (1994) examined the relationship that exit between pupil’s academic achievement in English and achievement values and academic anxiety. The sample of the study comprised 600 boys and girls studying in higher secondary schools. The tools used to collect the data included the achievement values and anxiety inventory of Prayag Mehta and the achievement test in general English developed by author. It was found that

1. The higher-level achievement values influenced better pupil academic achievement in English.

2. Pupils did not differ in their level of achievement values with respect to their sex, medium of instruction, locality and the nature of management of the school.

Kuar and Bawa (1995) studied the relationship of verbal and non-verbal intelligence with academic achievement of grade X boys and girls. The sample comprised 320 students of class IX. The tools used to collect data included Tondon’s Group test of Intelligence, Raven’s Progressive Matrices and the scores obtained on the tests conducted by the school educational board. Result indicated that

1. On the total academic achievement as well as on English and social studies the boys and girls did not differ significantly.

2. It was found that on verbal intelligence the boys and girls differ significantly in favour of boys, the same thing was true for non-verbal intelligence test too.

Patel (1996) tried to investigate the study habit of pupils and its impact on the school achievement. 578 pupils of class VIII were selected through random selection method. The tools used to collect
data include study habit inventory of B. V. Patel and general ability test of M. T. Patel. It was found that the achievement scores of the pupils having high and low G.A. were significantly differ and those pupils who had good study habits did get significantly more achievement scores than those of poor study habit group.

- **Verma (1996)** explored the main and interactional effect of intellectual ability and test anxiety on achievement in four school courses viz; English, Math, General science and Social studies. The sample of the study comprised 500 students of class XII. The tools used to collect data were the general mental ability test by Jalota and test anxiety inventory by Sharma, Sud and Spielberger. The major findings of the study were

1. There was significant main effect of both intellectual ability and test anxiety on achievement of students in all the four school courses.

2. The average academic performance of low-test anxious students was significantly better than their high-test anxious counterparts in all the courses.

- **Verma (1996)** examined the main and interactional effect of test anxiety and study habits on academic achievement of adolescent students in different school courses. The sample of the study comprised 500 students of class X. The tools used to collect data were test anxiety inventory of Sharma and study habit inventory of Patel. There was significant main effect of test anxiety on academic performance of the students. It was further revealed that students with low-test anxiety scored higher in these courses then students with...
high-test anxiety. As regards interaction effect, there was no significant joint effect of test anxiety and study habits on student’s academic achievement.

➢ Mohan Radha (1997) intended to build a discriminant function modal to identify high school students on the basis of academic achievement. 415 high school students were selected randomly. The tools used to collect the data were thinking creativity by words by Baquer Mehadi and SES Scale of Bhatnagar. The finding of the study were:

1. Performance difference between boys and girls were marginal and non significant

2. There exit a significant difference between academic achievement of students belonging to different religions.

3. It was found that SES had highest correlation with the discriminant function D.

➢ Mavi (1997) examined the nature of relationship among academic achievement personality, adjustment, intelligence, self-concept and level of aspiration of tribal high school student. Descriptive-causal-comparative and correlational research methods were applied in the present investigation. The ninth grade tribal students of the age group of 14+ have been taken as the subjects or the present investigation. The tools administered for the purpose of data collection were Adjustment inventory by Reddy (1964) and Raven’s Progressive Matrices .The main findings of the study were:

1. There is a significant positive correlation between Academic achievement and personality adjustment, intelligence, self-concept and level of aspiration.
2. The multiple correlation of academic achievement with personality adjustment, intelligence, self-concept and level of aspiration are not significant.

3. The male and female tribal students do not differ significantly on Academic Achievement.

The study of Krishnamurthy (1998) focuses on the achievement of higher secondary students in history as related to certain variables. The sample comprised 455 higher secondary students. The tools used were achievement test in history, History interest inventory, sale to measure the attitude of students towards the study of history and a scale to measure the academic achievement motivation of the higher secondary students. The study revealed that the parents educational status find a significant place in the achievement of the students. The academic achievement motivation played a very vital role in enhancing the student achievement.

THE EPILOGUE

Reviewing the related literature cited above, researcher made the following observations:

1. A large number of studies have been undertaken on Academic achievement. These studies cover a wide verity of variables i.e. psychological variables, biographical variables, and situational variables. But no work has been done to the study of Academic achievement in relation to variables under study.

2. A large number of researches have used descriptive research Methodology.
3. Most of the researchers used the standardized tools as well as tools developed by themselves to collect data.

4. ‘t’ test and qualitative analysis were mostly used to process the data, in some researches factor analysis, ANOVA, ANCOVA, chi-square and correlation techniques were also used.

The main purpose of this study was to study the impact of Anxiety, Frustration, Level of Aspiration and Intelligence on Academic Achievement. The review of related research study of variables under study has been studied. The present study deviated the previous studies in the following ways:

1. The present study covers comparatively significant variables on the basis of which some definite conclusions can be drawn.

2. It attempts to ferret out the contribution of Anxiety, Frustration, Level of Aspiration and Intelligence in determining Academic Achievement.

3. It chooses a large sample of students for investigation, much wider field of study.