1.1 Self concept is an important attribute of understanding and predicting human behaviour. Self concept theory and research indicate that attitudes to self influence behaviour and provide insight into the individual's perceptions, needs and goals. Popular hypothesis is that human behaviour in any particular context is largely determined by one's perception of himself and of his situation (Cowen 1954). Gale (1969) states that man 'creates his world' from the experiences around him. Becoming a self is inherently a social product, only by self can man achieve his distinctly human attributes. Glanz and Walston (1958) opine that what a person does or how he behaves is determined by his self concept.

Not only do the behaviour and self concept go together and have mutual interaction, but all behaviour is motivated and caused. Personality theorists state that self refers to the motivation, learning and perception. To this Snygg and Combs (1949) add that in the motivation of all behaviour is that part of perceptual field ... to be most characteristic of himself ... his self concept ... that is important for understanding one's self and directing behaviour.

It is clear that a person is not born with a self concept but forms one as a result of his experiences and his reactions to the environment. As a child grows and develops, he learns not only about the world around him but also about himself. The sense of self built up so laboriously, in infancy, is
sharpened and strengthened especially during the period of negativism. It continues to expand with experience, with emotional involvement, frustration, discriminative adjustments and insight. The nature of self concept is dynamic. This change can be either constructive or destructive. It depends upon one's perception of himself and the situation. It may be observed that the self concept and behaviour mutually go on influencing each other.

Adolescence has been an important area of study for psychologists and educationists. "Adolescence" is an age of transition leading to growth and maturity in all important aspects of one's personality. Hurlock (1967) describing the characteristics of personality patterns of adolescent throws light on uniqueness, consistency and stability that exists in the concept of self, and the dominance of self concept in personality pattern. By the time of adolescence, as Hershey and Lygo (1970) write, the person's self concept is almost fully developed. An adolescent's behaviour is most fully understood in the light of his concept of himself. Adolescent goals are many. One of the important goals is of achieving scholastic success. A student's progress or failure in the classroom depends on several factors, self concept is one of them. The way in which an individual perceives himself in relation to his scholastic environment will have a good deal to do with his subsequent success or failure as a student. Many students have difficulty in school not because of low intelligence, poverty, poor eyes or whatever, but because they
have learned to see themselves as incapable of handling academic work, or to see the work as irrelevant to their perceptual field.

That means, self concept refers to a person's attitude and feelings about himself and secondly it is regarded as a group of psychological processes which governs behaviour and adjustment. A student carries with him certain attitude towards himself and his abilities which play a primary role in how he performs in school and college. In turn, academic performance has a heavy impact on the self concept.

1.2 What is self concept?

The innovation of the term 'self' can be traced as early as our ancient Vedic Literature, and also as early as when the human personality found the place in literature. But it gained impetus in 1937 with the study of Allport. Since then, there have been many approaches to explain the term 'self' with different perspectives and points of views. Zirkel (1971) counted 15 definitions of self concept. Coopersmith (1967) in his research on attitudinal studies regarding self, attempts to define self as an abstraction that an individual develops about the attributes, capacities, objects and activities which he possesses and pursues. This abstraction is represented by the symbol 'me' which is a person's idea of himself.
Smith's (1961) idea of the self is a person as perceived, felt and thought by himself. As he can perceive other objects and persons, so he can perceive himself, but just as his perceptions of others are never entirely accurate, so his perceptions of himself are never entirely complete or accurate.

Another formal definition, presented by La Benne and Greene (1969), of self concept is "The person's total appraisal of his appearance, background and origins, abilities and resources, attitudes and feelings which culminate as a directing force in behaviour".

Mehta (1968) defined self concept as organised configuration of perceptions of the self which are admissible to awareness. According to Pandit (1969), "Self concept is the nucleus around which the entire personality structure revolves in its homeostatic process of maintaining consistency and stability with the individual's personality."

In Desai's study (1979) self concept was so defined as to include perceptions of self, perceptions of college and perceptions of the social milieu.

Rogers (1958) conceived the self concept as developing out of the organism's interaction with the environment i.e. a person discovers who he is, through his experiences of things and persons. Values of other persons can be introjected into the self or they can be perceived by the self in a distorted fashion. As a result of maturation
and learning, the self concept changes.

To conclude with James (1950), a man's self is the sum total of all that can be called his, not only his body and psychic powers, but clothes and his house, his wife and children, his ancestors and friends, his reputation and works, his lands and horses, and yacht and bank account.

The self concept is a composite image of what we think we are, what we think we can achieve, what we think others think of us and what we would like to be. The self is the person's essence; his existence that is known to him. It includes the entire structure of his being.

1.3 Aspects of Self

Often in literature we come across terms such as "characteristics of self", "dimensions of self", "aspects of self", and "constituents of self". Conscious and unconscious aspects of self are also noted.

Smith (1961) talks of the ideal, the perceived and the real self. James (1950) describing the "Constituents of self" makes mention of (a) the material self, (b) the social self, (c) the spiritual self and (d) the pure ego.

The self at least has 4 popular aspects.

1) The perceived self

This is an individual's concept of the kind of person he is. According to Stains (1971), Smith (1961),
Gale (1969), perceived self is the way one perceives and describes oneself, or what one may think about oneself. Strang (1957) defines it as individual's perception of his abilities and his status and roles in outer world.

2) The Real Self

By the real self is meant one's nature with all its potentialities. Real self is what one actually is. A person is aware of some aspects but unaware of other aspects of his own self. The real self includes what he is aware of and he is not aware of. It is the perceived self plus the unconscious self.

3) The Social Self

This is the self as the person thinks others see it. For James, man's social self is the recognition he gets from his mates.

4) The Ideal Self

Butler and Haigh define that the ideal self is the organized conceptual patterns of characteristics and emotional states which an individual consciously holds desirable (or undesirable) for himself. Gale (1969) says that the ideal self is the image a person has of the kind of person he would like to be. Strang (1957) regards this self as a kind of person the individual hopes to be. The assumption is that the individual is able to order his self perception along a continuum of value from "what I like to be"
to "what I would least like to be".

The material or bodily self, the transitory self and spiritual self are also some aspects of self, discussed in literature. From among all the above noted aspects of self, only three aspects of self have been taken for study in the present investigation.

1.4 Different Views on Self Concept

Phenomenal Self.

Combs and Snygg (1959) believe that all behaviour, without exception, is completely determined by the pertinent to the phenomenal field of the total organism. They used the terms "Perceived self" and "Phenomenal self". For them, the phenomenal self is the individual's own unique organisation of ways of regarding self; it is the Gestalt of his concept of self. Whereas, the concept of self described isolated aspects of the person, the phenomenal self is the organisation of pattern of all that which the individual experiences as a part of characteristics of himself. On first glance, it would seem that Snygg and Combs phenomenal self is a variety of the self-as-object concept, but closer scrutiny reveals that the phenomenal self is both an object and a doer. It is a doer because it is an aspect of phenomenal field which determines all behaviour. Yet it is also an object because it consists of self experiences. Apparently, then, Snygg and

Combs self is both an object and a
process at one and the same time.

**Kelley's Fully Functioning Self**

Kelley (as reported by Gale 1969) sees self as unique to each individual. It consists of an organism of accumulated experiences over a whole lifetime within a becoming, but never arriving, world. He sees the fully functioning self as ever "aspiring-becoming" with certain distinctive characteristics facilitated by selective perception of the individual who chooses that upon which the self feeds.

**Maslow's Actualizing Self**

Quite close to Kelley's theory of "fully functioning self" is Maslow's "Actualizing self". His theory of motivated behaviour is based upon human needs, with a hierarchy, ranging from physiological needs to self actualization. Maslow believes that every person has an essential inner core, the self, that is intrinsic, given and "natural" and consists of many biological and psychological factors. He maintains that psychological health is not possible unless this essential core of the person is fundamentally accepted, loved and respected by others and by himself. He defines healthy psychological growth as "growth toward self actualization".

**Roger's Congruent Self**

Roger sees self as the organised, consistent, conceptual Gestalt composed of the perceptions of the characteristics of the 'I' or 'Me' of others and various
aspects of life, together with the values attached to these perceptions. Thus, the self takes on various subjective attributes in the process of being and becoming in the form of 'I am' (his nature), 'I can' (his capacities), 'I should or should not' (his values), and 'I want to be' (his aspirations). When the individual perceives himself as behaving in a manner consistent with his own picture of himself, he is congruent self who generally experiences feelings of adequacy, security and worth.

In summary, self is considered as perceived and conceived object; also both as object and process, and the individual is seen to behave according to how he perceives the situation and himself at the time of action. As Gale (1969) puts it, the self is essentially a learned social product arising out of the experiences with people, parents, siblings, relatives, peers and the general community within the setting of socio-cultural milieu. Self awareness does not happen all at once, but is a dynamic - ongoing - developmental process that begins during infancy and early childhood and continues until death. Besides, Gale views self as multi-facet self, viz. the motivated self, emotional and feeling self, socio-cultural and attitudinal self, physical and psycho-sexual self, intellectual self and the learning self.

1.5 Anxiety

Anxiety is a complex concept with respect to
its origin, its behavioural effects, and its interindividual differences. The term 'anxiety' derived from the Latin word "anxious". The English usage can be traced to at least the 17th century when it meant much the same as it does today; namely a state of agitation or depression with feelings of distress.

In view of the complexity, there are various descriptions of the process of anxiety. Horney describes it as "the dynamic centre of neurosis". Mandler and Sarason (1966) have proposed that anxiety occurs when an individual is interrupted in the course of executing a desired behaviour sequence and has no alternative course of action available. According to Spielberger (1972) anxiety is an emotional process which has four components viz. phenomenological, physiological, task performance, and the conditions under which anxiety is increased or decreased.

Anxiety is associated with a state of apprehension, worry, sense of insecurity. It is a universal experience. Special characteristics of anxiety are the feelings of uncertainty and helplessness in the face of danger. Anxiety fluctuates in early childhood, rises most consistently in adolescence and declines considerably through adulthood. It again rises after 60 to 65 years. Anxiety is an emotion concerned with the future. An anxious person is not anxious about what has happened, not even about what is happening, but about what may happen.

Since 1950, 5,000 articles and books on
anxiety have been published (Spielberger 1972). One of their problems is of definition. Cattell and Scheier (1958) counted more than 300 different definitions of anxiety in the literature. A careful review of these definitions suggests that anxiety is a state of diffused apprehension, concerned with disapproved interpersonal relations, feelings of loneliness, helplessness, and insecurity.

Anxiety is an important factor influencing educational performance or achievement. Failure or poor performance in school seems to be one of the correlates of anxiety in school children. Wine (1971) proposed that anxiety elicits two classes of responses, those related to task completion, which are anxiety reducing, and those which interfere with task completion:

When anxiety is high, the performer's state of internal arousal becomes disruptive. Distractions are the cause of interfering responses, and these in turn debilitate performance. On the whole, the most commonly reported research finding has been that anxiety debilitates performance and that anxiety reduction improves it (Sarason 1960, Weiner and Samuel 1975). It means that anxiety has performance facilitating as well as performance debilitating components.

1.6 Achievement Motivation (n Ach)

All human behaviour has a cause (Vinacke 1948). This expresses one of the important assumptions of the
scientific psychology that behaviour is caused. The term motivation whether used by Psychologists or others, generally refers to the "why" of the behaviour. Why the people do the things they do? One of the most popularly used concepts since 1920, to explain the behaviour is that of "motive" (drive). According to Mc Connell, "the organism must be motivated to learn". McClelland (1961) posited that "motivation is the basic problem in education." Motivation is the process on which man is impelled to seek some goal. Atkinson (1958) describes that a motive or need is a disposition to strive for particular kind of goal state or aim e.g., achievement, affiliation, power. The aim of motive defines the kind of satisfaction that is sought, e.g. pride in accomplishment, a positive affective relationship with another person. The attainment of goal state is accompanied by feelings of satisfaction, non attainment of desired goal state is accompanied by feelings of dissatisfaction. The achievement motivation (need to achieve) is an acquired tendency of the individual which implies action to aspire, strive and achieve in the competition with others, with a standard set by the individual. The work on achievement motive is comparatively recent in origin. The first major report of the experimental work on measurement of human motivation, particularly the achievement motive, was reported by McClelland (1953). Later, Atkinson did further research employing thematic apperception as the technique of measurement of human motivation.
n Ach is a focalized interest, for instance the desire for athletic success, the desire for social prestige, the desire for intellectual distinction. Zest and ambition are feelings and emotions of n Ach. Whereas, achievement, ambitions, competitive and aspiring are trait names and attitudes of this personality variable. It means that success and achievement in life and learning depend on n Ach. A high degree of n Ach helps in rousing students into action, and ensures active participation in learning activities. Mc Clelland (vide Atkinson 1958) confirmed that the individuals with high n Ach tended to take moderate risks while subjects with low n Ach preferred significantly more often either very safe or very speculative enterprises. The positive aspect of n Ach is to have a sense of attainment, self actualization or self fulfilment (Maslow)

1.7 Intelligence

Intelligence is an important factor for teachers, students, parents, educationists, nation builders and for the individual himself. One of the most important and valuable abilities is intelligence. No individual can achieve academic success without having a certain minimum level of intelligence essential for that.

There is a complex problem of defining intelligence. Psychologists have given a variety of definitions of intelligence, and there is little agreement in between them. one notion is that, "Intelligence is what intelligence tests measure ". Some psychologists define intelligence
as ability to carry on abstract thinking. This is all right if we are considering human level.

According to Binet, intelligence involves three characteristic qualities of one's behaviour
(a) the tendency to take and maintain a definite direction,
(b) the capacity to make adaptations for the purpose of obtaining a desired goal and (c) the power of autocriticism.
(All these characteristics are mentioned under one concept viz., Intelligence).

But it must be pointed out that Binet was not attempting to give a true definition of intelligence. He was trying to describe how the more intelligent child can be distinguished from the mentally defective.

Stern defined that intelligence is a general capacity of an individual that consciously adjust his thinking to new requirements. It is general mental adaptability to new problems and conditions of life. Terman defines intelligence as the capacity for carrying on abstract thinking. This definition includes only one aspect of intelligence.

According to Pettigrew (1964), "Intelligence
is a plastic product of inherited structure developed by environmental stimulation and opportunity; an alloy of endowment and experience." Goddard defines intelligence as the bringing together of past experiences to solve immediate problems and to anticipate future ones. Many investigators would agree with the following definition. Intelligence is the ability to profit from experience, to learn new information and to adjust to new situations.

There are some personality traits which are inherent in intellectual ability and are conducive to its growth and development. High intelligence students are self-confident, they are more keenly interested in learning activities, they are more concerned about their achievement and success. They have strong motivation to do better in academic field and to develop mental growth by the experiences and opportunities to learn.

1.8 Level of aspiration

Level of aspiration is an important dimension of personality in modern life. People consciously direct their behaviour and strive to perform certain types of activity and to attain certain ends. It means that a person's behaviour is influenced by his level of aspiration; the standard he hopes to attain. In choosing life goals and in undertaking everyday activities, individuals differ
widely in their level of aspiration, that is to say, in their expectations of accomplishment or in the demands which they make upon themselves. Common sense states that one's level of aspiration is usually modified from time to time in terms of his success or failure in attaining his goals.

The term aspiration was introduced by Dembo. The word aspiration has different meaning for different persons. To the layman, it is only "ambition". To a psychologist, it is not only ambition but it is something higher than this. The standard he expects to achieve in any task is described by psychologists as his "level of aspiration". What he hopes or expects to do in future indicates his "level of aspiration".

Level of aspiration has been defined by Frank (1941) as the level of appraisal of his performance in a familiar task. The individual with his knowledge of his past performance in that familiar task explicitly undertakes to reach (his) level of aspiration. Thus, level of aspiration stands for a goal which an individual strives to attain. According to Boyd, level of aspiration is defined as an individual's goal or expectations in regard to the goodness of his own future performance in a given task. It is an individual's ambition in a dynamic situation.

At 4 years age, children may start to set level of aspiration for themselves. Between the age of
11 to 17 (tentative period), the aspirations gradually shift toward reality. During the realistic period (beyond 17) the adolescent assesses his aspiration level, and the expectations of the marks in important examinations develop. Level of aspiration stands for a goal for which an individual strives. Educational aspiration depends upon experiences of success or failure in past examinations. Success tends to raise the level and failure to lower it.

The discrepancy between what the individual expects to obtain at the examination and what the individual actually achieves in that examination is indicated as the goal discrepancy. This goal discrepancy is taken as the index of the level of aspiration of the student in academic field. V. Ramkumar (1972) also used the goal discrepancy score as an index of level of aspiration of the student. Hence, it is worth to use the term goal discrepancy as the index of level of aspiration.

1.9 Academic Achievement.

Study of academic achievement has become a topic of key interest for educationists as well as psychologists. Achievement is described as the attainment or the accomplishment of an individual in some or particular branch of knowledge after certain period of training. Assessment of the educational progress is essential to effective education. The study of factors in academic achievement had claimed the attention of researchers even before 1930 by which year, a number of studies had been reported.
What the student achieves annually in educational field depends on several factors. Intelligence, interest, aptitude, hard work, method of learning, etc. are the important factors which play a significant role in academic achievement of the students. In addition to this, some other psychological factors have been found to affect academic achievement; for example, Lourenso, Greenberg and Davidson (1955) found that personality characteristics differed in academic achievement. Tripathi (1965) found academic success to be related to personality factors. Some of the environmental factors (i.e. socio economic status, childparent relations, home environment, etc) may also affect academic achievement.

In the present investigation, some personality variables i.e. self concept, anxiety, n Ach, etc. are considered in studying the relationship between these personality variables with academic achievement.

1.10 Review of the related literature

1.10.1 Relationship between self concept and anxiety

Nikere Amrit and Despande M.V. (1967) showed that anxiety level does affect self. Individuals with low level of anxiety manifested a tendency to score high on the trait of self reliance and thereby showed capacity to do things independently, and had faith in self decisions, while those with high level of anxiety scored low on this trait.

Higher anxiety results in lowering the
individual's potential action and developing poor self image. Lipsitt (1958) reported that children with poor self concepts were more anxious, at a statistically significant level for both boys and girls than children with good self concept. Coopersmith (1959) also found that children who had high self esteem were significantly less anxious than those with low self esteem. Mitchell (1959) measured the self concept of 100 freshmen and sophomore women students and correlated their scores with the adequacy of their self concept. Coefficient of correlation of $-0.41$ between self concept and anxiety shows that the better the self concept, less the anxiety. Lamp (1968) observed that the low self esteem subjects were higher on anxiety than the high self esteem subjects.

Feldhusen and Thurston (1964) produced evidence of better integration of self concept in less anxious children; integration referring to realistic, organised and accepting psychological responses to self and to self in relation to others. In another study, Sinha S.N. and Sinha L.N.K. found that highly anxious subjects expressed significantly greater frequency of negative self references than the low anxiety subjects. S. Sharma (1957) found Taylor Anxiety Scale score to be associated with self scores on Bills IAV. Dorris and Sarason (1955) also reported similar results. All the above studies are conducted on normal population and suggest that the self concept is related to anxiety.

1.10.2 Relationship between self concept and achievement
motivation (n Ach)

Self system is a very important variable in the area of psychology and motivation. (e.g. White 1959, 1972, Wylie 1979, Smith 1968, Green 1968, Becker 1965, Gecas 1971, 1972, Coppersmith 1967, Coopersmith and Feldman 1974). Basic human need is the preservation and enhancement of self. (Wylie 1961, 1968, 1974, Diggory 1966, etc.) Therefore, it will be interesting to study the relationship between self concept and achievement motivation. McAdie and Halland (1965, p. 328) considered it essential that n Ach should be related to an individual's self concept and self esteem.

1.10.3. Relationship between self concept and intelligence

Some studies reveal a low but positive correlation between self concept and intelligence. Coopersmith (1967) quotes .28 and Simon and Simon (1975) quote .29, as the correlation between self concept and intelligence. V. Ramkumar (1972) concluded that there is a positive but non-significant correlation between self concept and intelligence ($r = .11$). Deo and Bhullar (1974) found that no relationship exists between self concept and intelligence.

1.10.4. Relationship between self concept and level of aspiration

Rogers and his associates suggested that the measurement of self concept and level of aspiration can serve an important purpose in predicting the achievement. Self concept and level of aspiration are both present in an individual. According to
Sears (1940) "although level of aspiration is an individual matter, children tend to set their levels of aspirations relatively high when they are dissatisfied with their present status or when they are confident and successful.

Frank (1941) found that an individual who has enjoyed past success tends to form a strong self concept of his potential which he tends to maintain. Self concept is found to affect aspiration level (1941, 1939, 1940, 1945). According to Dinkmeyer (1947) the level of aspiration is closely related to the maintenance of self esteem and the development of self actualization. According to Caplin (1968) self concept and level of aspiration refer to global attitude towards the self.

V. Ramkumar (1972) found that the correlation between self concept and level of aspiration is .06 and not significant statistically. She concluded that a realistic evaluation of self concept and appraisal of one's aspiration can be conducive to improve achievement. Radha Rani, Sharma (1977) found that self concept is related with level of aspiration. G. Tiwari, K. Morabhatt, M. C. Jain and R. Kumar (1980) reported that the correlation between the scores of self concept and level of aspiration in boys as well as girls is high, positive and significant at .01 level (r = .53, .71, for boys and girls, respectively). This indicates that if a child has an adequate self concept, his level of aspiration will be high.
1.10.5 Relationship between self concept and academic achievement

Many psychologists have attempted to explain achievement behaviour in terms of the concepts which the school pupils develop about themselves and the world around. Nason (1958) reported that the self concept of superior students was closely related to their achievement. In a study conducted on 102 students of fifth and sixth grades by Coopersmith (1959), a correlation of .36 was found between self concept and school achievement when socio-economic status was held constant. Fink (1962) supported the hypothesis that adequate self concept is related to high academic achievement and that inadequate self concept is related to low academic achievement. Several other studies (e.g. Block 1974, Bledsoe 1967, Lamy 1965, Williams and Cloe 1968, etc.) have reported a significant relationship between these two variables. Payne and Farquhar (1962), Stone (1962), Srivastava (1966) and several others observed positive correlation between self concept and academic achievement. S. Sharma (1967) found that there is curvilinear relationship between self concept and academic achievement. There are some other studies which report no relationship between self concept and academic achievement (e.g. Lewis 1972, Wattenberg and Clifford 1964, J. Williams 1973, etc.) Mitchell (1959) reported that as a group, the self rejecting women did as well in school as those who were self accepting and did not differ from them in intelligence. R.R. Sharma (1979) reported that there is no significant relationship between self concept and
academic achievement \((r = .003)\). Holland and Nicholas (1964) found self concept as an ineffective predictor of scholastic achievement.

In short, a reasonably good number of studies have been conducted in the last two decades to establish the relationship between self concept and academic achievement. But a careful perusal of these studies reveal contradictory and inconsistent findings.

### 1.10.6 Relationship between anxiety and n Ach

Few studies have been conducted to find out the relationship between anxiety and n Ach. Mukerjee and Sinha (1967), Singrue (1972), Chokshi (1975), and Singh and Kaur (1976) reported a low negative correlation between n Ach and measures of general and test anxiety. Kagan and Moss (1962) also found that high anxiety is associated with low achievement motivation. Singh A.H. (1979) study reported that measures of anxiety and need for achievement were both significantly related. Chaudhary, N. (1971) found negative low insignificant correlation between n Ach and test anxiety scale.

Anxiety and achievement motivation are important variables in psychology. Thus it is necessary to study systematically the relationship between anxiety and n Ach.

### 1.10.7 Relationship between anxiety and intelligence

The relationship between anxiety and intelligence...
is very important. Mandler and Sarason study reported that correlation between anxiety and intelligence test scores was .209 and significant statistically. Calvin (1955) and Kerrick (1955) found correlation between anxiety and intelligence. Other studies relating to the measures of general anxiety and intelligence performances reported negative correlations (1955, 1964, 1963, 1956, 1958, 1962, 1959).

In school and college students, a great deal of anxiety is related to academic performance, which is largely a function of intelligence. Singhal (1974), Hazari and Thakur (1974) also found a negative relationship between anxiety and intelligence. Spielberger and Katzenmeyer (1959) found a significant negative correlation between anxiety and intelligence. In short, all the mentioned studies reported mostly negative significant relationship between anxiety and intelligence.

1.10.8 Relationship between anxiety and level of aspiration

Anxiety is a complex factor. The tendency for anxious group to show much greater variability in level of aspiration, setting their goals either very high or very low compared to less anxious persons was noted in early studies by P. Sears, Rotter and others.

Tiwari and Morbhatt (1980) studied the effect of anxiety and aspiration on academic achievement and found that when anxiety is high, achievement is low and high level of
aspiration promotes anxiety. Chaudhary (1974) found that low test anxiety was related to realistic vocational aspiration. Singh A.H. (1979) found that the anxiety and level of aspiration did not show meaningful relationship between them.

1.10.9 Relationship between anxiety and academic achievement

A number of studies are conducted to find out the relationship between anxiety and academic achievement. While most of the studies have indicated a positive relationship between anxiety and academic achievement, some have indicated negative relationship between them. The rest suggest no relationship at all. Some of the relationships are described here briefly.

Bending (1958), Furneaux (1957), Lynn (1957), Sarason (1957), Sarason and Mandler (1952) reported anxiety as facilitating academic performance of students. Narayan Rao's (1964, 1967, 1967) study showed that academic performance was found to be significantly affected by anxiety. A study by Sharma (1964) found a positive relation between anxiety and academic achievement.


On the other hand, some studies reported that their
is curvilinear relationship between anxiety and school achievement. Sagar Sharma (1970) showed a curvilinear relationship between manifest anxiety and school achievement of adolescent subjects. Those who were very low and very high on anxiety were poorer in school achievement than those displaying a medium level of anxiety. Sarason and Mandler (1952) study suggests that the anxiety-achievement relation is curvilinear.

Some studies reported no relationship between anxiety and school achievement. ... Reiter (1964) failed to find anxiety as a valid predictor of academic achievement for both male and female college students. Davids and Erikson (1955) and Mattarazzo, Viétt, Guze and Saslow (1954) all failed to find any significant relationship between anxiety and college grade point averages.

It is clear that there is a complex relationship between anxiety and achievement. There are certain contradictory findings.

1.10.10 Relationship between n Ach and intelligence

Caplehorn and Sutton (1965) found a significant positive correlation between Otis IQS and TAT n Ach scores. Mehta (1969) found low positive significant correlation between achievement motivation and verbal intelligence. Desai (1970) found positive correlation (N = 100, r = .248). V.S. Tamankar (1967) found positive correlation (.06) significant at .05 level. Man Mohan Jha (1978) reported
significant relationship between achievement motivation and intelligence. The coefficient of correlation obtained is .49 between achievement motivation and intelligence which is significant at .01 level.

B.C. Muthayya (1965) found a highly significant but negative correlation between n Ach and scores on standard progressive matrices (SPM) test for both high and low achievers in the scholastic field.

McClelland et al. (1953) and French (1955) have not found statistically significant correlation between n Ach and intelligence. McDonald (1956), Chaudhary (1971) found positive, insignificant correlation between n Ach and intelligence. In short, there are contradictory findings.

1.10.11 Relationship between n Ach and level of aspiration

There are a few studies pertaining to the relation between achievement motive and level of aspiration and they indicate different results. Atkinson (McClelland et al. 1953) asked the students just before their college examination to indicate what grade they expected to make in the examination to follow. The obvious correlation between n Ach scores and expected examination grades was positive, but low and insignificant. Mukerjee (1965) and Barantika (1969) found a positive relation between achievement motive and level of aspiration. Locke (1966), Bealer (1966), Sarala Jawa (1972), found that achievement motivation is positively related with level of aspiration. Ricciuti and Schultz (1958) found a low
degree of relation between n Ach and level of aspiration in performance situations.

But Sinha (1967) found that achievement motivation is correlated negatively with level of aspiration. B.C.Muthayya and Rajeshwari (1969) did not find any significant relation between achievement motive and personal aspiration.

1.10.12 Relationship between n Ach and academic achievement

Research in achievement motivation is of recent origin as compared to other areas in psychology and education.

McClelland, Atkinson et.al. (1953), Rosen (1956), Hobbs (1958), Krugg (1959), Uhlinger and Stephens (1960), Merill and Murphy (1959), Shaw (1961), Robinson (1964) and Meyer et.al. (1965) are of the opinion that highly motivated pupils do better in academic achievement. However, Lowell (1953), Michael (1961) and Caron (1963) found no relationship between motivation and academic achievement. Birney (1957) found a correlation of .00 for the n Ach and past grade point average on a sample of 300 students. Using the McClelland's fantasy measure and examination grades for 146 college students, Smith (1964) reported no significant correlation between n Ach and mid-term examination grade and final examination grade/ were .10 and .00 respectively. Sarason (1964) found that the need achievement scale showed a slight tendency to correlate negatively with achievement measures of students. However, studies undertaken by Atkinson and
Reitman (1956), Murphy (1959), O'shea (1970, Hoyt (1958), Klinger (1956 and 1969) indicate high correlation between achievement motivation and academic achievement.

Indian studies conducted by Sinha (1958), Laxmi (1969), Bhatnagar (1969), Desai (1970), Sinha (1970), Patel (1971), Rawel (1971), Dave (1973), Chokshi and Dave (1973), Mehta (1973) and Parikh (1975) have found significant positive correlation between n Ach and academic achievement. However, Mehta (1969) reported low positive correlation and Gokulnathan (1971) reported no relationship between n Ach and academic achievement. Hundal and Jerath (1972) in their study have obtained almost zero correlation between n Ach and academic achievement. Sinha (1970) has reported that high and low achievers do not differ in terms of their achievement motivation.

1.10.13 Relationship between intelligence and level of aspiration

Sparling (1933) showed that aspirations are closely related to intelligence. Stubbins (1950) reported a correlation of .43 between intelligence and level of aspiration. Swell et al. (1957) have found that educational aspirations were related to intelligence. S. Singh and K. Kumar found that intelligence and level of aspiration are related. V. Ramkumar (1972) studied the relationship between intelligence and goal discrepancy scores. The study was conducted on a small sample. One hundred boys from the Pre-Degree class drawn from one college in Trivendram City formed the sample for the study. She found that there is inverse relationship between intelligence and goal
discrepancy scores. The relationship between intelligence and goal discrepancy scores is \(-.36\). Muthayya B.C. (1962) reported lack of relationship between intelligence and aspiration.

**1.10.14 Relationship between intelligence and academic achievement**

Many investigators have shown that intelligence test scores have been found to be fairly good predictors of academic success. Some researchers reported positive correlation between intelligence and academic achievement, (e.g. Douglas 1931, Harris 1931, Durflinger 1943, Borow 1964, Crawford and Burnham 1948, Garrett 1949, Watley and Martin 1962, Anderson and Spencer 1963,...........etê.)

In India some psychologists reported positive correlation between intelligence and academic achievement (e.g. Chothia 1954, Rai 1954, Mehrotra 1958, Mishra and others 1960, Rao 1962, Saxena 1962,.....etc.). Madan (1967) and Mohan (1972) had brought out the positive relationship between standard progressive matrices and academic achievement. Nair (1969) in a study of secondary school pupils in Kerala found significant correlation between intelligence (SPM) and achievement test scores \((r = .528)\).

Some other investigators have reported contradictory findings. P.Deo and J.Bhullar (1974) reported that intelligence and achievement are negatively correlated \((- .19)\), Mishra (1962) studied academic achievement of engineering students
and found that high and low achievers do not differ in intelligence. Some findings are reported by Tripathi (1940), Muthayya (1965), Puranik (1970) etc.

**1.10.15 Relationship between level of aspiration and academic achievement**

Clark (1961), Gould (1939, 1941) and Clark (1962) found that individuals with high aspiration level perform best. Conversely, those with a background of failure usually have low aspirations or underestimate their performance potential. A study by Pandhye, Kulin and Solanki reported that increased level of aspiration resulted in a significant increase in academic achievement. Annamalai K. and Subramaniam V.P. (1971) found that high aspiration helps to achieve better marks in S.S.C. examinations.

But Tiwari and Rai (1976) reported negative relationship (−.15) between level of aspiration and academic achievement. D. Sinha (1970), Radha Rani, Sharma (1977) reported inverse relationship between level of aspiration and academic achievement.

Muthayya B.C. (1962), Uniyal M.P. and Shukla G.C. reported lack of relationship between level of aspiration and academic achievement.
1.11 Statement of the problem

The study reads as follows

"An investigation into the relationship between self concept, academic achievement, intelligence and some personality factors at junior college level."

The present investigation is planned and performed with a view to study the relationship between self concept and academic achievement and some personality variables. The investigator also studied the intercorrelations between all these variables.

Study of academic achievement has become a topic of key interest for educationists as well as psychologists. Many investigators believe that a student's success or failure has a great deal to do with the development of the self concept. Success and happiness in life are determined to a large extent by the individual's way of seeing, feeling, perceiving and thinking about himself. Self concept is the foundation upon which the success and failure in the school and world outside school rests. Other personality variables such as anxiety, n Ach, intelligence and goal discrepancy are factors that contribute to a considerable extent to academic achievement. Keeping in view the importance of these personality variables in academic achievement, the investigator is interested to formulate this problem and
study the relationships of these variables at junior college level. The period of adolescence was chosen as an area of investigation partially because of the academic interest and in part because of the convenience in obtaining a large data.

The investigator is interested to verify the curvilinear relationship between self concept (total score) and academic achievement. As a large sample is available in the study, the investigator is interested to study how the extreme groups i.e. LL (Low on S.C. and Low on Ac.Ach.) and HL (High on S.C. and Low on Ac.Ach.) differ from each other on anxiety, n Ach, goal discrepancy, keeping intelligence factor constant.

Keeping in view the fact that self concept is an important determinant in human behaviour, the investigator, therefore, is interested to compare the high and low groups respectively of self concept, its three major aspects and discrepancies between them with anxiety, n Ach, intelligence, goal discrepancy and academic achievement.

A number of studies have reported direct relationships between these personality variables and academic achievement. There is no study available which reports the effect of self concept, anxiety, n Ach, intelligence and goal discrepancy on academic achievement by using (2 X 2)
factorial design. The main aim of this study was to use (2 x 2) factorial design and to study the effects of the independent variables on dependent variable.

1.12 Objectives of the study

The present study is undertaken with the following major objectives.

The first objective is to study the interrelationship between self concept (total score), its three major aspects and discrepancies between them, anxiety, n Ach, intelligence, goal discrepancy and academic achievement.

The second objective is to verify the curvilinear relationship between self concept (total score), its three aspects and discrepancies between them and academic achievement.

The third objective is to test how the extreme groups i.e. LL (Low on S.C. and Low on Ac. Ach.) and HL (High on S.C. and Low on Ac. Ach.) differ on anxiety, n Ach and goal discrepancy, keeping intelligence factor constant.

The fourth objective is to study to what extent the high and low groups respectively of self concept (total score), its three aspects (i.e. P.S., S.S. and I.S.) and discrepancies between them (P.S.-S.S., I.S.-S.S. and I.S.-P.S.) differ on anxiety, n Ach, intelligence, goal discrepancy and academic achievement.

The fifth objective is to study the main effects
of self concept, its three aspects (i.e., P.S., S.S. and I.S.), discrepancies between them (i.e., P.S.-S.S., I.S.-S.S. and I.S.-P.S.), anxiety, n Ach, intelligence and goal discrepancy on academic achievement, and interaction effects of these variables on academic achievement.

1.13 HYPOTHESES

1.13.1 Hypotheses regarding the intercorrelational relationship between self concept (total score), its three major aspects, discrepancies between them, anxiety, n Ach, intelligence, goal discrepancy and academic achievement.

The hypotheses are formed in terms of the above variables. They are based on the hints and clues gained from the previous researches in the field as discussed in Chapter I.

1) Self concept is an important factor which directs human behaviour. The high self concept individual is confident about himself and well adjusted in home and social environment. Therefore, individuals with high self concept are less anxious as compared to low self concept.

2) According to self theory, individual with high self concept is capable, confident and successful. Therefore, the individuals who perceive themselves high hold high achievement motivation.
3) Intelligence is an ability which helps the individual to develop a better picture about himself. There is positive and significant relationship between self concept and intelligence.

4) Self concept is an important phenomenon in determining and setting level of aspiration. The individual who visualises himself highly sets higher level of aspiration. He strives hard and makes efforts to reach his goal. Therefore, there is negative and significant relationship between self concept and goal discrepancy (i.e. the discrepancy between what the individual aspires to be and his actual achievement).

5) The assumption is that the student with the high self concept is confident in facing and mastering the environment. He feels that he can succeed in the necessary academic efforts. There is positive and significant relationship between self concept and academic achievement.

6) As the self concept is an important factor which determines human behaviour, the major aspects of self concept i.e. P.S., S.S. and I.S. have significant relationship with anxiety, n Ach, intelligence, goal discrepancy and academic achievement.

7) The discrepancies between the aspects of self concept i.e. P.S.-S.S., I.S.-S.S. and I.S.-P.S. have significant
relationship with anxiety, n Ach, intelligence, goal discrepancy and academic achievement.

8) Anxiety is an emotional state in response to the surrounding stressful situation. There is a significant relationship between anxiety and n Ach, intelligence, goal discrepancy and academic achievement.

9) The level of n Ach depends upon intelligence. Consequently there is a positive and significant relationship between n Ach and intelligence.

10) The setting of a level of aspiration motivates the individual to do his best in order to reach up to that level. Thus, there is a negative and significant relationship between n Ach and goal discrepancy (i.e. the discrepancy between what the individual aspires to be and his actual achievement).

11) Achievement motivation means the consistent striving of an individual to achieve success. Consequently there is a positive and significant relationship between n Ach and academic achievement.

12) Intelligence is considered to be an achievement related trait. Taking into consideration one's ability i.e. intelligence, the individual sets his expectation in academic field. He strives hard to reach up to that level and minimizes the gap between expectation and
achievement. Thus, there is a significant relationship between intelligence and goal discrepancy.

13) As intelligence is a powerful determinant of academic achievement, there is a positive and significant relationship between intelligence and academic achievement.

14) Every student develops expectation in academic field. He strives to reach upto that level which helps to minimize the gap between expectation and achievement. Consequently, there is a negative and significant relationship between goal discrepancy and academic achievement.

1.13.2 Hypothesis regarding the verification of the curvilinear relationship between self concept (total score), its three aspects and discrepancies between them and academic achievement

15) On the basis of Sagar Sharma's study, there exists a curvilinear relationship between self concept (total score), its three aspects (i.e. P.S., S.S. and I.S.) and discrepancies between them (i.e. P.S.-S.S., I.S.-S.S. and I.S.-P.S.) and academic achievement.

1.13.3 Hypothesis regarding the comparison of extreme groups i.e. LL (Low on S.C. and Low on Ac.Ach.) and HL (High on S.C. and Low on Ac.Ach.)
respectively of self concept (total score), its three aspects and discrepancies between them with academic achievement on anxiety, $n$ Ach, goal discrepancy, keeping intelligence factor constant.


1.13.4 Hypotheses regarding the comparison of high and low groups respectively of self concept (total score), its three major aspects and discrepancies between them with anxiety, $n$ Ach, intelligence, goal discrepancy and academic achievement.

17) The high and low groups of self concept (total score) differ significantly on anxiety, $n$ Ach, intelligence, goal discrepancy and academic achievement.

18) The high and low groups of three major aspects
of self concept i.e. P.S., S.S. and I.S. differ significantly on anxiety, n Ach, intelligence, goal discrepancy and academic achievement.

19) The high and low groups of discrepancies between the aspects of self concept i.e. P.S.-S.S., I.S.-S.S. and I.S.-P.S. differ significantly on anxiety, n Ach, intelligence, goal discrepancy and academic achievement.

1.13.5 Hypotheses regarding the various factorial designs (2 x 2) with academic achievement as dependent variable

20) Self concept has significant effect on academic achievement in the factorial designs studied (i.e. S.C. X anxiety, S.C. X n Ach, S.C. X intelligence and S.C. X goal discrepancy).


22) Perceived self has significant effect on academic achievement in the factorial designs studied (i.e. P.S. X anxiety, P.S. X n Ach, P.S. X intelligence and P.S. X goal discrepancy).

23) There is a significant effect of interaction between P.S. and anxiety, P.S. and n Ach, P.S. and
intelligence and P.S. and goal discrepancy on academic achievement.

24) **Social self** has significant effect on academic achievement in the factorial designs studied (i.e. S.S. x anxiety, S.S. x n Ach, S.S. x intelligence and S.S. x goal discrepancy).

25) **There is a significant effect of interaction between** S.S. and anxiety, S.S. and n Ach, S.S. and intelligence and S.S. and goal discrepancy on academic achievement.

26) **Ideal self** has a significant effect on academic achievement in the factorial designs studied (i.e. I.S. x anxiety, I.S. x n Ach, I.S. x intelligence and I.S. x goal discrepancy).

27) **There is a significant effect of interaction between** I.S. and anxiety, I.S. and n Ach, I.S. and intelligence and I.S. and goal discrepancy on academic achievement.

28) The discrepancy between P.S. - S.S. has significant effect on academic achievement in the factorial designs studied (i.e. P.S.-S.S. x anxiety, P.S.-S.S. x n Ach, P.S. - S.S. x intelligence, and P.S.-S.S. x goal discrepancy).

29) **There is a significant effect of interaction between** P.S.-S.S. and anxiety, P.S.-S.S. and n Ach, P.S.-S.S. and intelligence and P.S.-S.S. and goal discrepancy...
on academic achievement.

30) The discrepancy between I.S.-S.S. has significant effect on academic achievement in the factorial designs studied (i.e. I.S.-S.S. x anxiety, I.S.-S.S. x n Ach, I.S.-S.S. x intelligence and I.S.-S.S. x goal discrepancy).

31) There is a significant effect of interaction between I.S.-S.S. and anxiety, I.S.-S.S. and n Ach, I.S.-S.S. and intelligence and I.S.-S.S. and goal discrepancy on academic achievement.

32) The discrepancy between I.S.-P.S. has significant effect on academic achievement in the factorial designs studied (i.e. I.S.-P.S. x anxiety, I.S.-P.S. x n Ach, I.S.-P.S. x intelligence and I.S.-P.S. x goal discrepancy).

33) There is significant effect of interaction between I.S.-P.S. and anxiety, I.S.-P.S. and n Ach, I.S.-P.S. and intelligence and I.S.-P.S. and goal discrepancy on academic achievement.

34) Anxiety has a significant effect on academic achievement in the factorial designs studied (i.e. S.C. x anxiety, P.S. x anxiety, S.S.x anxiety, I.S. x anxiety, P.S.-S.S. x anxiety, I.S.-S.S. x anxiety, I.S.-P.S. x anxiety, anxiety x n Ach, anxiety x intelligence and anxiety x goal discrepancy).
35) There is significant effect of interaction between anxiety and n Ach, anxiety and intelligence, and anxiety and goal discrepancy on academic achievement.

36) Achievement motivation has significant effect on academic achievement in the factorial designs studied (i.e., S.C. x n Ach, P.S. x n Ach, S.S. x n Ach, I.S. x n Ach, P.S.-S.S. x n Ach, I.S.-S.S. x n Ach, I.S.-P.S. x n Ach, anxiety x n Ach, n Ach x intelligence and n Ach x goal discrepancy).

37) There is significant effect of interaction between n Ach and intelligence, n Ach and goal discrepancy on academic achievement.

38) Intelligence has significant effect on academic achievement in the factorial designs studied (i.e., S.C. x intelligence, P.S. x intelligence, S.S. x intelligence, I.S. x intelligence, P.S.-S.S. x intelligence, I.S.-S.S. x intelligence, I.S.-P.S. x intelligence, anxiety x intelligence, n Ach x intelligence and intelligence x goal discrepancy).

39) There is significant effect of interaction between intelligence and goal discrepancy on academic achievement.
There is significant effect of goal discrepancy on academic achievement in the factorial designs studied (S.C. x goal discrepancy, P.S. x goal discrepancy, S.S. x goal discrepancy, I.S. x goal discrepancy, P.S.-S.S. x goal discrepancy, I.S.-S.S. x goal discrepancy, I.S. - P.S. x goal discrepancy, anxiety x goal discrepancy, n Ach x goal discrepancy and intelligence x goal discrepancy).