CHAPTER I
INTRODUCTION

Life is becoming fast with the advancement of science and technology. Though man has conquered time and space to great extent by the present level of scientific advancement, yet there is great threat to his existence. The Indian society is becoming increasingly materialistic. Emotional and social pressure is increasing day by day especially at high school stage. Unrest, anxiety and frustrations are occurring in all the spheres of life. Parents have no time to spend and guide their children. Students are frequently troubled with their daily problems because they do not have the capacity and training to solve problems. Our educational system also provides no direction to the children.

Citizens of tomorrow are children attending today's schools. Those children in their capacity of being the future administrators, engineers, doctors and last but not least the citizens of the country must be brought up in a way worthy of the obligations which they owe to their community and their country at large. They should normally possess the best physical and mental health for performing their duties. But unless something is done to help the child, he will continue to suffer from anxiety due to heavy work load. Due to high anxiety, child develops certain personality traits which inhibit his proper physical, emotional and social development. All these factors add to emotional tensions of the child and make him an unbalanced personality. In later years, such a child because of his under developed personality becomes a burden for the society in one form or the other.

As a consequence of this, the child gets anxious and becomes emotionally unbalanced and socially maladjusted. To deal effectively with his social relations, a person needs to acquire the social skills that enable him to deal with people tactfully and with understanding. Moreover, being bright or having a
mental age in advance of years tends to make a child socially mature. Such a child is more aware of what is happening around him. Yet at an invisible level, superficial development may sometimes lead to social retardation. Actually these dimensions of maturity are interrelated. The children who have low intelligence quotient and learn slowly in school are easily recognized. In many cases, they are usually older and bigger than their classmates and if this is so, they are even more liable to be pinpointed as academic failures and socially rejected.

In this modern world of science and technology, nothing but change is eternal. This generation of ours, lives at the mercy of science and technology. It is believed that science based technology is the 'solumn bunum' of our life. Moreover, there is a lot of competition in every walk of life. Here Darwin’s law of survival for the fittest is truly valid. Only those who succeed can survive. This rapid change in man’s life due to advancement in scientific technology has made man's life easy and comfortable but at the same time has created many complexities too. Apparently, man appears to be happy but internally, he is full of conflicts. Parents and educational institutions pressurize the children to excel in academics and other areas of performance.

1.1 ACADEMIC ACHIEVEMENT

Academic achievement has been considered as a vital factor in life and is the most important goal of Education. Ours is an age of competition. In our rapidly changing society and world, with the advancement of science and technology, the people have become educational minded. Every parent sets high goals for their children. At every step in life, academic record speaks for individual. At the time of admission, for entrance to a job, for scholarship and for further studies, good academic result is the only recommendation. So used in broad sense of the educational growth, the term academic achievement refers to the acquisition of all the behavioural changes associated with cognitive, affective and psychomotor domains. But in the context of school situation, it refers to the achievement made by the pupils in their subjects of study. It is the
accomplishment or proficiency of performance in a given skill or body of knowledge. It can also be visualized as ‘status on the level of a person’s learning and his ability to apply what he has learnt’ (Pressy, Robinson and Harrack, 1967). This definition conveys only a narrow meaning of the term achievement. There is, however, a much broader approach which includes attitudes, interests and values as various aspects of achievement. The achievement is considered to be the product of learning, attitudes and interests because they are learnt, acquired, retained and forgotten just as knowledge and skills are. Thus, achievement means a person’s level of skill or range and breadth of information and what he has accomplished in a designated area of learning or behaviour.

The term academic has been derived from the term ‘academy’ which means a school where special types of instructions are imparted. Theoretically, achievement has two aspects-absolute and relative. In absolute terms, the marks or grades earned by a pupil or assigned to him by the teachers on the basis of his written or oral (test) performance in a particular situation are taken as measure of his absolute achievement. An absolute measure, however, is only a myth. When a learner's written or verbal response or answer to a question is judged in terms of marks, the teacher is consciously or unconsciously comparing the response to some other response that may be of other learner or learners or a response given in a book or the one in the teacher's head or his expectation.

Good (1981) in the Dictionary of Education refers to academic achievement as the knowledge attained or skills developed in the school subjects, usually designated by test scores or marks assigned by the teacher.

According to Kohli (1975), academic achievement is the level of proficiency attained in academic work or as formally acquired knowledge in the school subjects which is often represented by percentage of marks obtained by students in examination.

According to Christian (1980), the word achievement indicates the learning outcome of students. As a result of learning different subjects, the
behaviour pattern of the students changes. Learning affects three major areas of behaviour of the students (i) cognitive (intellectual development, recall and recognition), (ii) affective (self-concept and personal growth) and (iii) psycho-motor (developing of muscular skills). He says that all these three levels are not affected in equal measure at a time, means a student may be at a higher level in one domain and lower in another.

Hawes and Hawes (1992) in the Concise dictionary of Education states that academic achievement means successful accomplishment or performance in particular subjects, areas or courses usually by reasons of skill, hard work and interest and typically summarised in various types of grades, marks, scores or descriptive commentary.

In New Webster's Dictionary and Thesaurus (1992), it is stated that achievement means to bring to a successful end or a performance.

'Achievement encompass student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development; it reflects the whole child; it is not related to single instance but occurs across time and levels, through a students' life in school and on into post secondary years and working life' (Steinberger 1993). Thus achievement refers to knowledge and skills gained from experience, an achieved level of expertise or performance in a specific domain.

According to Advanced Twentieth Century Dictionary (1995), the term academic is related to Education or to an academy or other educational institutions.

According to Random House Webster's College Thesaurus (1997), academic achievement means those qualities or attributes or characteristics or traits of an individual which contribute to or have a direct bearing or effect or influence on the accomplishment or proficiency of performance pertaining to any activity scholastic in nature or any scholarly activity.
Ladson (1999) has stated that academic achievement represents intellectual growth and the ability to participate in the production of knowledge at its best. At its worst, academic achievement represents inculcation and mindless introduction of the young into the cannons and orthodoxy of the old.

According to Megargee (2000) achievement tests describe, how well students have mastered the subjects matter in a course of instruction.

According to Oxford Advanced Learner's Dictionary (2000), achievement is a thing that somebody has done successfully; especially using his/her own effort and skill.

From the definitions given above, it may be concluded that academic achievement is the core of wider term ‘Educational growth’ and perhaps none would deny the importance of academic achievement in child's life. Achievement in the school may be taken to mean any desirable learning that is observed in the students. Since the word desirable implies a value judgment. So, it is obvious that a particular piece of learning may be referred to as achievement or not depends upon whether it is considered desirable or not. Achievement is concerned to a greater extent with the development of knowledge, understanding and acquisition of skills.

Academic achievement connotes two things-one may refer to the 'general achievement' or the total scores or grades obtained at the end of an examination, or the 'specific achievement' i.e. in a particular subject. Academic Achievement is a complex behaviour. It is not uni-dimensional phenomenon but a multi-dimensional activity. Apart from this, continuous appraisal of academic achievement is now being increasingly pleaded. Since all education has become achievement oriented. High achievement is considered as one of the primary goals of education and it has come to be recognized as a strong basis for ambition and progress. Achievement encompasses enhancement, self-actualization and Maslow (1954) would say, self-improvement and some forms of competitiveness.
Research evidences indicate that success in academic achievement acts as an emotional tonic and any harm done to a child in the home or neighbourhood may be practically repaired by the success in the school which builds self-esteem and self-confidence and leads to better adjustment with other groups.

There are several grounds that justify the measurement of scholastic or academic achievement. Its measurement is justified due to two fundamental assumptions of psychology. First, there are differences within the individual from time to time, known as behaviour oscillations, which account for differences in the academic achievement of the same individual and from one educational level to another. Secondly, individual of the same age group, same grade and of the same potential ability usually differ in the academic achievement.

1.1.1 Assessment of Academic Achievement

Academic achievement is an important aspect in the life of a child. The success or failure of a student is measured in terms of academic achievement. A good academic record is the only yardstick. Whatever one's interest, attitude may be, one can not underestimate the importance of academic record. Academic achievement has been assessed in variety of ways such as Grade Point Average (GPA), performance on standardized tests as Stanford Achievement Test (SAT), Science Research Associate Test (SRAT) and scores on essay type examination etc. Academic or educational age, accomplishment quotient or achievement-quotient are the most commonly used means to interpret the level of academic achievement of pupils in general or in specific subject matter.

The assessment of academic achievement has long been a routine part of all educational processes. It has two purposes: (i) specifying and verifying problems; and (ii) making decisions about students. It aims to assist professionals in making decisions about referral, screening, classification, instructional planning and student progress.
1.1.2 Factors Affecting Academic Achievement

Academic achievement is a multi-dimensional and multifaceted phenomenon. There are innumerable factors which affect academic achievement viz. intelligence, personality, motivation, school environment, heredity, home environment etc. The factors like interests, aptitudes, family background and socio-economic status of the parents also influence the academic achievement.

Miller (1991) has identified three major classes of variables where the socio-culturally disadvantaged children show deficit in academic achievement as compared to the advantaged children. These are -cognitive variables, personality variables and motivational variables.

Deva (1975) reviewed 17 studies on factors affecting achievement. They vary from intelligence to physical health through socio-economic status of the family, sex, caste, distance of school from home and leisure time activities.

According to McCombs and Marzano (1990), achievement outcomes have been regarded as a function of two characteristics, skill and will. These must be considered separately because possessing the ‘will’ alone may not ensure success if the ‘skill’ is lacking.

There are several factors that are responsible for high and low achievements of the students and these factors can be grouped into two broad classes: subjective factors and objective factors.

Subjective factors are related to individual himself while influencing ones achievement e.g. intelligence, learning ability, motivation, self-efficacy, learning style, study habits, creativity, level of aspiration, self-concept, locus of control, etc. Objective or environmental factors conformity to the environment of the individual include socio-economic status, educational system, family environment, evaluation system, value system, teacher’s efficiency, school situation, school environment etc. The factors can be classified into following categories:

Cognitive factors: Intelligence, Creativity, reasoning ability etc.
Non-cognitive factors: Anxiety, social maturity, self-concept, level of inspiration etc.

Affective factors: Values, interests, emotional maturity, self-efficacy, perseverance, stress, levels of aspiration, self-concept etc.

Home related factors: Socio-economic status, family size, birth order, gender bias, parental involvement, parental expectation and working status of parents.

Time Factors: Time spent, time required, time allowed etc.

Miscellaneous factors: Culture, locality, age, gender etc. These factors affect the academic achievement both positively as well as adversely.

1.2 ACTUALIZATION

The concept "Actualization" of general mental ability seeks inspiration from the theory which presupposes that measures of difference in achievement and intelligence are not perfectly correlated. The history of psychological testing reveals that the theory regarding direct relationship between achievement and intelligence is very-very old. It was perhaps, Aristotle, Who first of all, nearly 23 centuries ago, professed- from the view of differences in functioning of intellect- that some people are fit for the jobs involving abstract thinking, whereas according to him, others are destined to be wood -cutters, hewers and water-carriers.

Actually, the two notions- one stressing that individuals are different from the view of functioning of their intellect and the other claiming that such differences are hereditary and inborn- have influenced man's thinking in almost all the societies since the times immemorial. Keeping these two facts in view, it may be realized that the question regarding relationship between achievement and intelligence fulfills the criteria of both antiquity and jubiquity.

However, the present study has nothing to say as to whether the ideology regarding natural slavery is valid or the notion which stresses that differences in environment make functioning of intellect different carries weight. Here, it will
suffice to say that these two nations have stimulated researcher, the number of which runs into thousands, and that the issue regarding real cause of differences in functioning of man's intellect has not been answered in unequivocal terms.

Similarly, the question regarding the exact degree of relationship between achievement and intelligence has not been answered so far, though innumerable researches have been carried out for that purpose. Scientific investigations have reported the correlation between intelligence and academic achievement within the range of .01 to .90 (Stephens, 1960; Rao, 1963; Green and Farquahar, 1965; Passi, 1970; Behra, 2002); Kaur, J. (2002); Kaur, B. (2004) etc. Significant positive correlations were also established between intelligence and achievement in English by Sandhu (1985), Balasubramaniam (1993), and Chopra (1994).

Obviously, the empirical evidence embodied in the researches quoted by above mentioned researchers fails to answer, as to what is the exact degree of relationship between achievement and intelligence. The truth is that for the present investigation, the question regarding exact degree of relationship between achievement and intelligence was as unequivocal as it was at the time of Aristotle. Here a bit of concentration will reveal that before the present investigator aspired to take up research in this specific area, the notion regarding relationship between achievement and intelligence had already covered the theoretical, the impressionistic and the psychometric (or the scientific) stages. Though in a different context, Brown (1940) has professed that before we are in a position to put up a scientifically sound explanation, every theoretical notion passes through three stages, namely magic, religion and science. The contention of the present investigator is that though the notion regarding relationship between achievement and intelligence seems to have covered all the three stages of development, the answer to the question as to what is the exact degree of relationship between the two variables was not available to the present investigator.
So far as the problem of genuine relationship between achievement and intelligence is concerned, some scientists (Kelley, 1927 quoted by Rammers et. al. 1967; Wellington and Wellington, 1963 profess that intelligence and achievement tests cover the same ground and it is due to jangle fallacy-a belief that by giving two names to a phenomenon, we are referring to two vertically different phenomena i.e. we regard intelligence tests and achievement tests as if they are different. Taking into consideration what stands, embodied in the assertion made by Kelley and his followers. It may be realized that valid and reliable measures of differences in intelligence and achievement should yield perfect correlation and if we fail empirically to reach perfect correlation between measures of the two variables then it may be due to so many sources of contamination, which remain uncontrolled.

If Kelley’s theory is acceptable then indices of differences in academic attainment become indirect indicators of differences in intelligence. Some empirical researches (Dhaliwal, 1971, 1974) have also demonstrated that discrepancy between intelligence and achievement is explicable in terms of errors of measurement, contaminating the two situations of testing, meaning thereby that there is virtually no difference between the two types of measurements. Hence, there exists perfect correlation between the two variables which of course, may be empirically reached only when perfectly valid and reliable tools would be used in the two situations. Not only that, but for reaching perfect correlation between measures of two variables, it is also necessary to control the influences of chance or measurement errors.

The tradition which permits validation of difference in intelligence against performance on achievement test also supports that theory which presupposes that intelligence and achievement is related in a direct fashion. Psychologically, for purposes of validation & standardization, when indices of individual differences based on newly designed test of intelligence are correlated with the indices of differences based on an achievement test, it gets automatically
presupposed that, somehow or the other, the scores obtained on an intelligence test are representing differences in the capacity for performance, whereas the scores based on an achievement test are representing differences in performance or learning.

Obviously, when Kelley and his followers contended that achievement and intelligence tests cover the same ground, then came to profess that presumption which regards one’s score on intelligence test as a measure of one’s capacity for performance and that based on achievement test as measure of performance. Whether such a presumption is verifiable or not is a different question? But in the present study, actualizer is the one who exceeds in aptitude based expectancy of academic performance, par-actualizer is the one who achieves at par with his desired level of achievement and the non-actualizer is the one who does not perform as well as would be expected from known characteristic or abilities, particularly from measures of intellectual aptitude. Accordingly, an individual may be an actualizer, par-actualizer and non-actualizer.

A connotation was given by English and English (1958), when they defined over achievement as better performance than predicted from a measure of aptitude, specifically receiving high marks in school or making better scores on school achievement test, than predicted from a test of general intelligence or of academic course.

Unlike Kelley and his followers, Oats (1929, cited by Rao, 1963) observes that, “Discrepancy that prevents complete agreement between measures of scholastic achievement and intelligence does not arise entirely through errors in our measurement of these two qualities but is probably due to presence of factors other than intelligence in situation.”

The present thesis carries findings reached in the research, which was stimulated by the observation made by Oats and its main purpose was to find out the relationship of academic achievement with intelligence and with certain non-
cognitive variables of personality such as anxiety, emotional maturity and social maturity.

1.3 GENERAL MENTAL ABILITY

In spite of its wide and common current usage and ancient roots, general mental ability is relatively a recent concept of psychology. Almost every writer on the subject has put forward his own definition and some in the fullness of time have offered even more than one. It is true that some of the apparent disagreement is mainly verbal but many of them reflect fundamental differences of opinion concerning the concept of general mental ability. General mental ability is a concept rather than a power or a thing that can be observed. It causes difficulty when its definition is attempted and it leads to a great variety of interpretations.

Intelligence, as far as a layman is concerned, manifests itself in terms of how an individual behaves in society. It is not a thing or object but the way of acting in a situation.

Psychologists have disagreed to enlist the essential factors of behaviour that can be labeled as 'intelligence'. Some have emphasized adaptability to new circumstances, some abstractness to complexity and to some facility in the use of symbols. To some intelligence seemed to represent one central uniform trait, to others, the sum of or average of a so many separate and diverse mental abilities.

It was perhaps Alfred Binet who first of all defined intelligence as the ability to judge well, to comprehend and to reason well. According to Stern (1914), “Intelligence is the general capacity of an individual to consciously adjust his thinking to new requirements. It is general mental adaptability to new problems and conditions of life.”

Guilford (1959) while giving structure of intellect (SOI) suggests that mind is composed of 3 dimensions of intellectual abilities namely operations, contents and products. He states that each dimension of intellect is sufficiently distinct which may be detected by factor analysis. Every intellectual ability
structure is characterized in terms of type of operations, the content and sort of product which results. However, these dimensions of intellect can be classified because of similarities among themselves.

Five major groups of operational dimensions of intellectual abilities are: 1) Cognition, 2) Memory, 3) Divergent thinking, 4) Convergent thinking and 5) Evaluation. The content may be 1) Figural, 2) Symbolic, 3) Semantic, 4) Behavioural. The six types of products are: 1) units, 2) classes, 3) relations, 4) systems, 5) transformations and 6) implications. The three kinds of classifications of factors can be represented by means of a single solid model, which is called structure of intellect. The view of Guilford has been considered as the most comprehensive view of intellect, which has been presented so far. He takes into consideration all possible aspects of intellectual activity. This is the only theory, which has been presented in the form of a three dimensional model and comprises of 120 cells (5x4x6) representing independent abilities.

Freeman (1962) defines intelligence as: 1) adaptation or adjustment of the individual to the total environment; 2) intelligence is the ability to learn and; 3) intelligence is the ability to learn abstract thinking.

Vernon (1969), summarizes the concept of intelligence as basically, involving i) genetic capacity that intelligence is part of genetic equipment; ii) observed behaviour that intelligence results from both hereditary and environmental factors; and iii) a test score that intelligence is the construct measured by an intelligence test.

Kimmel (1985) proposed that the concept of functional stability of central nervous system provides a neurobiological basis for the intellectual dimension of human behaviour. He presented evidences to suggest that the individuals who have more functionally stable central nervous system are having higher value of IQ, from those whose central nervous system is less functionally stable. He also established that functional stability of central nervous system may be a modified experience.
Sternberg's (1985) theory of intelligence contains three sub-theories, one about context, one about experience and one about cognitive components of information processing. The contextual sub-theory attempts to specify what would be considered intelligent in a given culture or content. According to Sternberg, culturally intelligent behaviour involves adapting to one’s present environment, selecting a more optimal environment or respecting one’s current environment. The theory claims that expression of any intelligent behaviour will be a function of experience one has with particular class of tasks being tested.

According to Sternberg, intelligence is best demonstrated when the task in relatively novel or unfamiliar. The cognitive componential sub-theory describes cognitive structures and processes that together produce intelligent behaviour. Sternberg proposes three general types of processes: a) Meta components (which control and monitor processing); b) Performance components (processes that execute plans); c) knowledge acquisition components (which encode and assemble new knowledge). As a whole the triarchic theory claims different aspects or kinds of intelligence (e.g. academic, practical).

According to McMillan (1990) intelligence means the ability to reason and to profit by experience. An individual’s level of intelligence is determined by a complex interaction between his heredity and environment.

According to Gardener’s (1999) theory of multiple intelligence, there are at least eight separate intelligences - logical, linguistic, spatial, bodily, kinesthetic, interpersonal, intrapersonal and naturalist. He has stressed that there may be more kinds of intelligence-eight is not a magic number. Recently, he has speculated that there may be spiritual intelligence and an existential intelligence or the abilities to contemplate big questions about the meaning of life. He says that individuals may excel in one of these eight areas but have no remarkable abilities in the other seven. So, if boys excel in math and science, it does not mean they are more intelligent than females. Gardener contends that intelligence
is the ability to solve problems and create products or outcomes that are valued by culture.

There are two other ways of looking at intelligence. One distinguishes between fluid intelligence and crystallized intelligence. Fluid intelligence is reflected in person’s reasoning ability, attention span, memory and problem solving. It is what the individual is born with. Crystallized intelligence is acquired through learning experience, of which a person’s vocabulary and general knowledge are improved. The second approach to intelligence considers the human brain as a very sophisticated computer which organizes stores and retrieves information. Intelligent a person is, the more efficient these processes are.

After discussing the views of certain psychologists regarding the nature of intelligence, we can say that high IQ is an advantage in life because virtually all activities require some reasoning and decision making, conversely, a low IQ is often a disadvantage (Arvey, 2004). In addition to this, individuals differ in intelligence due to differences in both their environment and genetic heritage (Duke, 2004). Infact, it is almost impossible to separate intelligence "in the genes" from intelligence "due to experience". Genes do not fix behaviour. Rather they establish a range of possible reactions to the range of possible experiences that environment can provide.

Intelligence is the capacity of an individual in handling a situation and ability to meet the demands of a situation. It also enables us to carry on abstract thinking, act purposefully, think rationally and deal effectively with our environment.

Allwords Dictionary (2006) stated that intelligence is the ability to use memory, knowledge, experience, understanding, reasoning, imagination and judgement in order to solve problems and adapt to new situations. Thus, intelligence is to see the right thing, at a right moment, in a right way. It is the general capacity to understand and meet with the situations successfully that life
may present. An intelligent person has the ability to adjust himself with ease, efficiency and speed. He has the capacity to assimilate ideas very quickly and clearly.

Thus, the term general mental ability refers to a kind of ability that one can apply in all situations of life and this ability develops over time and is product of ones life experience. Psychologists have tried to define it over the years, but have not agreed on a single definition. Some of the ways it can be defined are:

- The ability to cope with environment through learning.
- The ability to understand and deal with people, objects and symbols.
- The ability to act purposefully, think rationally and deal effectively with environment.

Being an all pervading phenomena, general mental ability is involved and reflected in everything that a person does and academic achievement is no exception. Different psychologists gave a series of subject tests, administered under the same conditions and with all other factors influencing academic achievement of two individuals, identical in class and age but different in intellect. It is reasonable to believe that the more intellectual would prove high achiever. The assumption thus is that general mental ability plays a part in academic achievement. It is now clear that higher achievers are not dullards; they have surely above average I-Q.

The investigator wanted to go more in the details of this assumption. He has therefore, included general mental ability as a variable for his study of high school students of Punjab state.

1.4 ANXIETY

Anxiety is peculiarly a human phenomenon and is considered to be a unique contribution of the 20th century to the mankind. So much so, the twentieth century is called "the age of anxiety". Fear or anxiety has evolved over
countless generations as an adaptive mechanism for coping with danger and the
two have been used synonymously, however distinction between fear and anxiety
is that the former is episodic and the later in chronic.

Anxiety is an exceedingly complex concept with a variety of overtones
and nuances of meaning from ordinary usage, as well as from psychology,
psychiatry and psychoanalysis. The word anxiety means to designate a strongly
personal, phenomenally experienced feeling of distress and anguish.

In attempting to explicate the meaning of anxiety within the context of
psychological theory, Freud (1936) was especially concerned with identifying the
sources of stressful stimulation that evoked anxiety reactions and with clarifying
the efforts of anxiety on symptom formation and behaviour. Freud (1936)
regarded anxiety as 'something felt', an unpleasant effect of state or condition.
This state is characterized by all that is covered by the word nervous
apprehension or anxious expectation and different discharge phenomenon. He
also stressed the distinction between anxiety and fear. Freud proposed that there
is an objective anxiety and a neurotic anxiety. Objective anxiety is somewhat
more complex than fear, incorporating a sense of helplessness objective anxiety
results from some source of danger in the external environmental. Neurotic
anxiety has no source in the external world. Like fear, neurotic anxiety is a
complex internal reaction to some perceived danger. It prepares the individual to
cope with the impending threat. However, it differs from fear in that it is based
not on external danger but on the individual’s own history of traumatic
experiences such as birth, the loss of a loved one or punishment of socially
disapproved urges.

The term anxiety has been derived from a Latin world ‘angere’ that means
‘to strangle’. Anxiety has become conspicuous in present times largely because it
is an era of changing and rather individualistic values, alienation, competition
and achievement.
Anxiety as a normal phenomenon does not act as a drive or energizer to achieve or to perform. A moderate amount of anxiety energizes the individual and thereby improves performances but as a pathological phenomenon it impairs the capacity to think and act freely.

Spielberger (1966) holds that anxiety is a palpable but transitory emotional state or condition characterized by feelings of tension and apprehension and heightened automatic nervous activity.

Anxiety has been defined as an emotional state in which physiological and psychological indications like tremor in the limbs, sweating of hands, flushing of the face and neck, heart palpitations, blood pressure, inability to sit still, pacing the room, chain smoking, tenseness, restlessness etc. are clearly visible. It is an abstract construct advanced to make various facets of performance comprehensible. It has been studied as a motivational variable which interferes with academic achievement.

According to Spielberger’s STAT (1966), Anxiety is being studied as a personality trait (trait anxiety) and also as a transitory emotional state (state anxiety) and due to lack of distinction between the two, conceptual confusion with respect of anxiety has arisen.

Hull (1943) and Spence (1956) postulated that anxious persons are emotionally responsive and hence a well learned response is not likely to be made- given the appropriate stimulus conditions- if the individual is anxious. High anxiety or emotional responsiveness would only add the confusion and difficulty of such tasks.

Kierkegaard (1944) considered dread (anxiety) to be a natural emotion that pervades man’s feelings and thoughts and indicates to him when he is in an untenable position with respect to god. It is the emotion that precedes and accompanies his desire to leap to a higher state of existence. Kierkegaard distinguished between fear and dread; dread is experienced in the absence of a tangible source of danger, while fear involves a tangible source of danger.
Anxiety is a highly unpleasant condition (Jacobson, 1953; English and English, 1958). Anxiety is a painful or uneasy state of mind (Webster, 1956). The catastrophic reaction that obstructs the process of self-actualization is called Anxiety (Goldstein, 1963). Anxiety can be defined as a ‘state of arousal’ caused by the threat to well being (Spielberger, 1972). Skubie (1956) labels it as ‘arousal’.

Medical dictionary defines anxiety as ‘apprehension of danger accompanied by restlessness and a feeling of oppression in the epigastrium’.

Anxiety is defined by Drever (1958) as ‘a chronic complex, emotional state with apprehension or dread as it’s most prominent and mental disorders’.

According to Cattell (1966) anxiety is a function of the magnitude of all unfulfilled needs and the degree of uncertainty that they will be fulfilled or more simply stated, anxiety corresponds to uncertainty of rewards or of total need fulfillment. Ikegami (1970) terms anxiety as ‘nervousness’.

The conceptualization of anxiety itself is somewhat confused with anxiety status (Harman and Johnson, 1952; Morgan, 1970), chronic anxiety as personal trait (Bren, 1959) and manifest anxiety (Smith, 1958; Hammer, 1970). However in recent years, there have been attempts to clarify the confusion with reference to the meaning and types of anxiety.

Anxiety is a psychological and physiological state characterized by cognitive, somatic, emotional and behavioural components. These components combine to create an unpleasant feeling that is typically associated with uneasiness, fear or worry. Anxiety is a generalized mood or state that occurs without an identifiable triggering stimulus. Anxiety is a normal reaction to stress. It may help a person to deal with a difficult situation, for example at work or at school, by prompting one to cope with it. When anxiety becomes excessive, it may fall under the classification of an anxiety disorder.

The study of the effect of anxiety on academic achievement has become a major topic of interest for psychologists. The problem of anxiety has been
considered important in all areas of human activity. To the one and same stimulus, individuals respond differently and their anxiety level also varies. The relationship between anxiety and academic achievement has already been widely investigated in the field of educational psychology. In fact, anxiety might deter learning of all parts or might stimulate it. According to Bugelski (1962), attention is a primary factor in any type of learning. Attention may result because of desire for reward, desire to escape punishment, curiosity etc. But basic to attention is anxiety. Bugelski considers that the task of the teacher is to create the necessary degree of anxiety. It is a difficult question to answer as to how much anxiety is to be created. If the anxiety is too much, it would create a need to avoid the learning situation and too little anxiety would result in a lack of attention. Bugelski suggests that by arousing student’s curiosity, the anxiety is created because curiosity is a disguised form of anxiety. Thus, the person’s curiosity must be aroused and he should be given initial task in which he is successful.

In recent years, the psychologists have become increasingly aware of the role that anxiety plays in student’s academic achievement. This awareness has been followed by an increased interest in assessing anxiety response and analysing their source. In academic achievement, all the students studying at different levels are thought to be affected somehow by anxiety.

The students are by and large fearful to some extent during examination which eventually, affects their academic performance. It is usual to observe a student who either is unable to act because of fear or whose fear at least interferes with his actual academic achievement. The word ‘fear’ here refers to a rational appraisal of a real threatening situation and the term anxiety denotes an abnormal apprehension of such a situation. According to Frost (1971), ‘Anxiety is an uneasiness and feeling of forbidding often found when a person is about to embark on a hazardous venture; it is often accompanied by a strong desire to excel’. Hence, anxiety state arises from faulty adaptations to the stress and strains of life and is caused by over actions in an attempt to meet these difficulties.
Many anxiety-ridden persons often complain of a general loss of interest and inability to concentrate or think.

Anxiety has a temporal relationship with achievement. The level of anxiety evidenced prior to examination may be different from arousal during examination. Following a stressful situation, abrupt changes in reportable anxiety are often recorded. In general, anxiety level increases prior to a dangerous situation and it becomes relatively high, just before it is encountered. During examination or activity or performance anxiety is often lessened as the individual must concentrate on his own action rather than on his internalized fears. A number of theories exist concerning the effects of anxiety on achievement and all the theories seem to agree that maximum performance is reduced by too much anxiety (Duffy, 1962; Hull, 1943; Weiner, 1965; Kazem, 1973 etc).

Research makes it plain that a moderate amount of anxiety in students is often an aid to superior performance but if it increases beyond that degree the opposite happens. On the basis of Yerkes-Dodson law both the task difficulty and the level of anxiety must be taken into consideration. That is, ‘on difficult tasks low levels of arousal improve performance relative to high levels, but on easy tasks, the reverse is true’ (Reber, 1995).

According to Marteus and Gill (1976), ‘The arousal manifested by stressful or threatening situation is called state anxiety’. Researches of Scaulan (1977) and Gandry and Pool (1972) indicate that state anxiety increases with failure and decreases with success.

Singer (1980) states that relationship between anxiety and performance can be illustrated by the inverted U-hypothesis which states that performance improves with increasing level of arousal (anxiety) to an optimum point, while upon further increase in arousal (anxiety) cause performance impairment. Anxiety as an emotional state is difficult to define and even more difficult to reliably detect in one’s academic achievement. But the importance of anxiety as a powerful influence in contemporary life is increasingly recognized and
manifestations of current concern with anxiety phenomena are ubiquitously reflected in Education, Sports, Literature, Science and all other facets of our culture.

### 1.5 EMOTIONAL MATURITY

Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. The concept mature emotional behaviour at any level is that which reflects the fruits of normal emotional development. It is a stage, which is very essential in humane life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity.

Children studying in Xth class do not have much emotional maturity because of their inadequate control over the environment. A mature adult due to the development of his various powers has greater control over his environment. So, he possesses emotional maturity to a greater degree.

An emotionally mature person has full control over the expression of his feelings. However, he behaves according to the accepted social values and ideals. He remains indifferent towards emotional allurements. There is no instability in the expression of emotions. During adolescence one gets excited very soon. Adolescents burst into laughter on flimsy things or loose temper soon but an emotionally mature is free from this defect.

As one grows mature his emotional stability and depth of social adjustment, vocational and professional aptitude, life's ambitious etc. go on developing. A mature person is expected to understand a situation without any one's help and realize his duties and responsibilities himself. He will not act in an irresponsible manner under emotional stream and waste his time and energy over imaginary problems. But it is undoubtedly related with his success to cultivate finer qualities of self-control, politeness, sympathy, cooperation, tolerance and emotional stability.
A person who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature persons will have more satisfaction in life; he will be satisfied with what he is having, of course trying to achieve more. He will have balanced attitude. He will have more positive than negative attitude towards life.

To give meaning to the concept of emotional maturity as applied to children, it would be necessary to take into account maturity at various developmental levels leading up to mature adult level. Even at adult level, there should be gradation, as the science of germination probably will find that there are pronounced differences between mature adult of 25 and mature adult of 45 that are just truly developmental in nature.

Cole (1954) says, ‘The chief index of emotional maturity is the ability to bear tension’. This view lays stress upon ‘self-control’ and not on ‘self-fulfillment’.

Dosanjh (1956) says, ‘Emotional maturity means a balanced personality. It means ability to govern disturbing emotions, show steadiness and endurance under pressure and to be tolerant and free from neurotic tendencies’. Good (1981) has stated that emotional maturity refers to emotional patterns of an adult who has progressed through the inferior emotional stages characteristic of infancy, childhood and adolescence and is not fit to deal successfully with reality and in adult love relationship without under emotional strain.

Jersild (1963) says, ‘Emotional maturity means the degree to which person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow, when an occasion arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage, such as must be assumed by persons afraid to admit that they are afraid’.
According to Crow and Crow (1962), "The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour.

Geoghagen et.al. (1963) says that a person is considered emotionally mature when his responses to a situation are-

(a) Appropriate to his degree of development.
(b) Proportionate to the demands of situation.

Smitson (1974) says, ‘Emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra personally’.

Singh (1999) says, ‘Emotional maturity is not only the effect determinant of personality patterns but it also helps to control the growth of an adolescent’s development. A person who is able to keep his emotions under control, which is able to rock delay and to suffer without self-pity, might still be emotionally stunted and childish’.

In the view of Murray (2003), there is no correlation between chronological age, intellectual age, social age or emotional age. Just because someone is ‘grown-up’ by chronological age does not mean they are ‘grown-up’ emotionally. Chronological maturity and intellectual maturity combined with emotional immaturity is not common and is potentially dangerous. A person whose body and mind is adult, but whose emotional development is that of a child can wreck havoc in the life of himself and of others.

Our relationships are dependent upon one total emotional development. The best way to understand our relationships is to understand our self. The single most important task for any person wishing to improve his relationships is to increase his self-esteem and emotional maturity. One who opines to determine
the level of one’s emotional maturity, compare one’s behaviour to the symptoms of emotional immaturity and the characteristics of emotional maturity.

So, emotional maturity implies proper emotional control, which means neither repression nor violet expression. An emotionally mature person has in his possession almost all types of emotional positive or negative and is able to express them at appropriate time in appropriate degree.

In the opinion of Murray (2004), an emotional mature person has the following characteristics:

1. The ability to give and receive alone.
2. The ability to face reality and deal with it.
3. Just as interested in giving as receiving.
4. The capacity to relate positively to life experiences.
5. The ability to learn more experience.
6. The ability to accept frustration.
7. The ability to handle hostility constructively.
8. Relative freedom from tension symptoms.

Mostly, emotional balance' and 'emotional maturity' is taken as synonymous terms. But actually, they are not. Emotional balance emphasizes the value of learning to cope with both pleasant and unpleasant emotions. One can attain emotional maturity without having attained emotional balance although the vice versa is not true. An emotionally balanced person will necessarily be emotionally mature person. Emotional balance is quality of an adult and not a child. Thus, emotional maturity is a relative term. It is directly related to age and stage of development of the individual.

Emotional maturity and emotional control are also different. The former is positive, whereas latter is negative. Most of us control our emotions in many situations but it does not mean that all of us are emotionally mature. In fact, some of us may not express our emotions for fear of consequences. Emotional control means checking of emotions or inhibiting them from expressions whereas
emotional maturity means behaving in most socially accepted manner without inhibiting the emotions. It involves internal control of emotions rather than external control.

The most outstanding mark of emotional maturity is the ability to bear tension. An emotionally mature person has the capacity to withstand delay in satisfaction of needs. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

To sum up, an emotionally mature person is friendly towards others and is less involved in the hostilities and the outbursts of anger and rage, typical of childhood. He is more inspired by pleasure satisfaction and contentment than ridden with worriers, anxieties and frustrations. An emotionally mature person may not have resolved all situations and factors leading to hostilities, anxieties and frustrations. He is however, perpetually seeing himself in clearer perspective. Consequently, he is continuously involved in a struggle to lead a matured, balanced and healthy emotional life.

In brief, a person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control at the appropriate time. An emotionally mature person may possess the following characteristics:

1. Almost all the emotions can be distinctly seen in him and their pattern of expression can be easily recognized.
2. Manifestation of emotion is very refined; usually he expresses his emotions in a socially desirable way.
3. He is able to exercise control over his emotions. Sudden inappropriate emotional outbursts are rarely found in him. He is able to hide his feelings and check emotional tide.
4. The person no more hangs in mere idealism but he actually perceives things in his real perspective. He is not a daydreamer and he does not possess the desire to run away from realities.

5. The intellectual powers like thinking, reasoning etc. are properly exercised by him in making any decision. He is more guided by his intellect than his emotions.

6. He does not possess the habit of rationalization i.e. he never transfers responsibility of his own mistake to others. He is always honest in his behaviour.

7. He possesses an adequate self-control and self-respect. He never thinks to do the things to show such behaviour that can injure his self-respect or self-concepts.

8. He is not confined to himself. He thinks for others and is keen to maintain social relationships. He never engages himself in such a behaviour, which is anti-social and can result in social conflicts and blocks social relationships.

9. He has guts to exercise his emotions at a proper time and at a proper place. If an innocent person is attacked, he can rise to the occasion by exercising his emotions of anger. But if he is at fault, he is able to check his emotions of anger when rebuked.

The importance of emotional maturity in life cannot be ignored. Truly educated child is one whose emotions are trained and under control. A child who is not emotionally mature remains bungler in his social relations and is unable to make effective use of his energies.

1.6 SOCIAL MATURITY

In the mid third century B.C. Aristotle remarked that ‘Man is a social animal’ basically. He was perhaps very liberal while giving this glorious certificate to man. We find that man is not social but highly egoistic and selfish. He is interested in his own ‘self’. He is highly and unerringly self-centered. Accepting this practical truth, the educationists are trying to socialize him.
Cultivation of culture has been rightly called a socializing activity and Education has been considered as synonymous or equivalent to culture.

One of the major objectives with which Education was introduced in our schools was inculcation in boys and girls through curricular and co-curricular activities, the attitude of ‘we feeling’, fellow-feeling and social awareness. ‘Service before self’ was announced as the motto of the Education.

It is, thus useful to see how for students studying in high schools has developed social maturity. Social maturity enables a student to choose positive and productive decisions at the time of competition and difficulty.

Social maturity as described by Greenberger (1973) comprises of general characteristics which represent the most common types of demands made by all societies on the Individuals and at the same time, specific categories which are culture specific attributes of individuals that enable them to meet these demands. The three dimensions of social maturity and its components are given below:

I. **Personal Adequacy**

1. **Work Orientation:** Work orientation manifests in the perception of work related skills and development of proper attitudes towards work in terms of knowledge of standards of competence in performing tasks, capacity for experiencing pleasure in work leading to self-sufficiency.

2. **Self Direction:** Self direction manifests in one's own capacity to act independently and exercise control over one's actions. This also involves the initiative an individual takes in directing himself and his actions with a feeling of security and full faith in one's efforts.

3. **Ability to take Stress:** An ability to exhibit appropriate emotional stability and react without embarrassing either himself or the group he is in. It also involves ability to undertake difficult and challenging tasks with assurance.
II. Interpersonal Adequacy

4. **Communication** involves an ability to understand, write, communicate and make clear meaningful speech and gestures. The ability also involves empathy, which sensitizes the individual to the affective domain and demands effective communication.

5. **Enlightened Trust** includes a general belief that it is acceptable to rely or depend on others when need arises. It involves clear functioning of enlightened decision about whom, when and how much to trust.

6. **Cooperation:** It is an altruistic tendency to join others in their efforts in order to reach a mutually desirable goal. It involves ability to regard rules and practices more as a reciprocal social agreement than a rigid unchangeable law.

III. Social Adequacy

7. **Social Commitment:** It involves a feeling of oneness with others, willingness to modify or relinquish personal goals in the interest of societal goals and also a readiness to invest in long term social goals.

8. **Social tolerance:** It involves a person’s willingness to interact with individuals and groups, who differ from him, Thus, accepting the difference as a means of building out-group loyalties.

9. **Openness to change:** It involves willingness to accept change in the social setting and adapt oneself to the demands of these changes.

In his monumental work, Greenberger et. al. (1973) has enlisted specific characteristics of social maturity and their sources. Table given below illustrates this concept:
### Table 1.1
**Specific Characteristics of Social Maturity**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Related Terms</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-Confidence</td>
<td>Acceptance of self</td>
<td>Erikson</td>
</tr>
<tr>
<td></td>
<td>Emotional security</td>
<td>Allport</td>
</tr>
<tr>
<td></td>
<td>Freedom from egoism, inferiority</td>
<td>Saul</td>
</tr>
<tr>
<td>2. Self-direction</td>
<td>Independence</td>
<td>Saul</td>
</tr>
<tr>
<td></td>
<td>Autonomy &amp; initiative</td>
<td>Erikson</td>
</tr>
<tr>
<td></td>
<td>Self-sufficiency</td>
<td>Maslow</td>
</tr>
<tr>
<td>3. Social feeling</td>
<td>Trust</td>
<td>Erikson</td>
</tr>
<tr>
<td></td>
<td>Democratic character structure</td>
<td>Maslow</td>
</tr>
<tr>
<td></td>
<td>Warm relating to others</td>
<td>Allport</td>
</tr>
<tr>
<td></td>
<td>Empathy: accurately perceptive and responsive to other</td>
<td>Maslow</td>
</tr>
<tr>
<td></td>
<td>Intimacy.</td>
<td>Allport</td>
</tr>
<tr>
<td>4. Productivity</td>
<td>Ability to work</td>
<td>Freud</td>
</tr>
<tr>
<td></td>
<td>Industry-task orientation</td>
<td>Erikson</td>
</tr>
<tr>
<td></td>
<td>Competence</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>Skills for solving objective problems</td>
<td>Allport</td>
</tr>
<tr>
<td></td>
<td>Deepening of interest</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>Generativity</td>
<td>Erikson</td>
</tr>
<tr>
<td>5. Social and Human</td>
<td>Ethical certainty</td>
<td>Maslow</td>
</tr>
<tr>
<td>values.</td>
<td>Integrity</td>
<td>Erikson</td>
</tr>
<tr>
<td></td>
<td>Autonomous conscious</td>
<td>Saul</td>
</tr>
<tr>
<td></td>
<td>Humanistic values</td>
<td>White</td>
</tr>
</tbody>
</table>
Mussen et al. (1984) says, ‘One of the major accomplishments of children as they grow older in their increasing ability is to regulate their own behaviour in a way that confirms to their expectations of the society in which they live’. Basically social acceptance appears to be a reflection of social maturity.

Social maturity means attaining maturity in social relationships. Maturity in social relationships means to establish good relations with family members, neighbours, friends, playmates, class-fellows, teachers and other members of the society. Social maturity is also evidenced by an individual’s capacity for making and keeping friends.

Social maturity encompasses attainments in several domains, including independent functioning, effective interpersonal communication, interaction and responsibility i.e. contributing to the well being of the society (Greenberg, Josselson, Knerr and Knerr, 1995).

Raj, M. (1996) defines, ‘Social maturity is a level of social skills and awareness that an individual has achieved, relative to particular norms related to an age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behaviour appropriateness, social problem solving and judgment’.

According to Advanced Learners Dictionary (2000), ‘Social maturity refers to degree of growth in social and vocational abilities’.

According to Dictionary of Education (2007) by Lohithakshan, ‘Social maturity means social development level characterized by independence from parental and adult control in social situations’. It is characterized by the individual’s ability to mix with people in social situations and manage social dealings without anybody’s assistance. In other words, it is the attainment of the adult level social behaviour after undergoing the natural process of socialization.

Social maturity implies on the one hand, a well developed awareness, deep and clear understanding of the social heritage and appreciation of the value of social customs, manners and more of the rules that govern social behaviour in
a social group. He understands the importance of a social organization in which he lives, the desirability of rules and laws to govern group behaviour and the overall objective and purpose of the social structure. Secondly, he develops pattern of behaviour, habits, attitudes, manners and skills which will help him to fit into the group living and to contribute for the welfare of the group.

Social maturity is an essential aspect of human life especially in school life. Socially mature individuals have confidence to face reality for their integrity and are well developed in discriminating power to make appropriate decisions about their personal and social life.

Social maturity is closely related to adjustment problems of school students. As socially mature students have well developed social abilities and they utilize these to the fullest extent. The more the student socially mature, the better is their competency and ability to deal with social situations. The students who make good social adjustment will be happy and successful. They will enjoy social contacts and live up to the expectations they hold for themselves. Whereas social immaturity in students is, both a social problem and also a personal problem for affected individuals, their families and society at large.

This theoretical discussion-Academic achievement, Actualization, General mental ability, Anxiety, Emotional maturity and Social maturity- has been undertaken with a view to give the investigator as well as to the general reader a complete, comprehensive and correct understanding of the variables under study. Some of the recent findings in the field of psychology, however highlighted that before we are able to control intellectual and rational process, we must understand and control our emotions; for to be sure, the whole edifice of human personality depends upon the culture of emotions. If students are not educated effectively in the control of their emotions, they are bound to suffer in intellectual, moral and social aspects of their personality. Sound mental health is sine quinine for the attainment of sound physical health. All psychologists and teachers agree that primarily, family living and experiences play most crucial
role in the harmonious development of the personality of the children but in these
days, family is disintegrating and it is not in a position to play its role effectively.
Therefore, everybody looks to school as second line of defense. However, school
assures great responsibility in the process of harmonious development of
personality of the children (Lazarus, 1975).

Under these circumstances, only education can provide support to new
generation to maintain their piece of mind, emotional balance, to strengthen their
mental ability and to develop right and correct type of social behaviour. But now
a days, teaching has become increasingly challenging and complex. One of the
various challenges hurdled at teachers in the recent past, is of maintaining the
physical and mental health of the children and youth of the nation. The teacher of
today has to lay emphasis on the harmonious development of children so that
they can contribute maximum to the national development and social welfare of
the country. Teachers can play an important role in increasing the mental ability,
reducing anxiety and in maintaining emotional and social maturity of the youth
with their knowledge of human behaviour and skills. Recent theories and
discoveries regarding human problems and remedial measures can only be used,
if they are aware about the relationship of anxiety and emotional and social
maturity with the general mental ability and academic achievement of high
school students.

1.7 EMERGENCE OF THE PROBLEM

Many of the areas of Education still remain in the twilight domain and cry
for scientific and philosophic investigations. The study of research works as
edited by M.B.Buch and other research literature that has filtered down to the
libraries of the modern societies show that among the many areas of field of
Education which directly need to be explored the area of finding relationship of
certain non-cognitive variables with the ‘actualization’ of general mental ability
is the most neglected. In this age of competition, competition inevitably leads to
pressures, which may be exerted by various agencies like parents, teachers, peer
groups or by the undergrad's own distorted notions of success and failure. The forces of materialism have influenced the hearts and minds of the people who form the society and the ideas prevalent in the society have imperceptibly percolated into our education system. Needless to say, much to its determinant giving rise to variables of non-cognitive nature which have serious implications as far as achievement and learning are concerned. We also know that every student comes to learn with an individual agenda and the agenda of the individuals give shape to the collective agenda behind learning. It goes without saying that in the determination of such agenda, certain personality factors and the forces of the society play a major role. The present study has been undertaken to arrive at the motives and agenda behind receiving education. And also to decide to what level these agenda are realistic and acceptable and the level of interference and influence exerted by the society. If otherwise, what measures can be taken to make them realistic and acceptable. The success or the failure of the process of learning depends to a large extent on the aforesaid agenda and several other personality variables that exercise their influence in the course of the process outcome of learning. The focus of the present study is on the non-cognitive variables, such as anxiety, emotional and social maturity and their relation to general mental ability. Often times, these non-cognitive variables (Too high level of anxiety and very low level of emotional and social maturity) affect the processes of cognition adversely as these may manifest themselves as major hindrances in the way of ideal and optimum mental aptitude and cognition. The knowledge of these variables may enable the teachers and parents to create healthy educational environment in the classroom and at home which will be conducive to the enrichment of general mental ability of the students. The results and findings emerging from a study of this nature may be of great help in achieving the goal of optimal achievement among students.
1.8 NEED OF THE STUDY

Failure and poor achievement among high school students are serious problems faced by educationists, teachers, parents and administrators in the present time despite the fact that high school students have high general mental ability. Whether these failures are due to high level of anxiety or whether these are due to lack of emotional and social maturity or due to low general mental ability is to be seen. These are some of the questions, the answers to which may make this study meaningful.

Our education aims at all round development of the personality of the child. Education is meant for developing three domains i.e. cognitive, affective and conative. Our education mainly stresses to develop cognitive aspect which deals with knowledge and to some extent develop conative aspect which deals with motor skills. The affective aspect which deals with emotions, feelings and sentiments of the child is totally neglected by our Education. For developing the child emotionally and socially mature, only formal education is not enough but informal education which the child gets from his family and society is also needed.

In the past years, there has been extensive research on various approaches of teaching in secondary education. But no one method or approach has been found consistently superior to all. It reveals the fact that no single approach can be best suited to all the students. The most important question is to determine which students achieve more and under what conditions and also the factors which affect the achievement. An emerging area of research that holds promise in helping us to answer these questions is student’s level of general mental ability, anxiety, emotional maturity and social maturity.

Researchers and educationists are now attempting a thorough work in the area of general mental ability, anxiety, emotional maturity and social maturity and found it a very potential one in influencing the student’s academic achievement. So, academic achievement is also considered to be the main area of
educational research by the researchers. Stephens(1960) states, ‘Not the other aspects of educational objectives are to be ignored but the fact remains that academic achievement is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of the pupils’. Emphasizing the need to diagnose the factors affecting achievement of the students, Miller (1991) has identified three major classes of variables where the socio-culturally disadvantaged children has shown low academic achievement as compared to advantaged children. These are –cognitive variables, personality variables and motivational variables. Most crucial problem of education in these days is, how to cater to the individual differences so that achievement may be made more adaptive for all students.

Although very few studies have been conducted, yet study on all the variables taken together on high school students have not been conducted so far in India as well as abroad. Therefore, there is an urgent need to explore this field further.

In the modern age of competition, all parents are worried about future of their children. It is therefore important for the parents, teachers and adminstrators to know and understand their level of general mental ability, anxiety, emotional maturity and social maturity.

Therefore, it is very much appropriate and necessary to conduct a research study in this area so that teachers must know the relationship of general mental ability, anxiety, emotional maturity and social maturity with student’s academic achievement.

Motivated by the above considerations and by the importance of general mental ability, anxiety, emotional maturity, social maturity of students and their effect on their academic achievement, the investigator has taken the present study.
1.9 SIGNIFICANCE OF THE STUDY

The study aims to make some positive addition to the increase of knowledge connected with the academic achievement of high school students. Precisely, it will try to gather clinching evidence through the sample of the study to know whether general mental ability, anxiety, emotional maturity and social maturity have any relation positive or negative with the academic achievement of high school students. Depending upon the nature and quantum of this relationship and the understanding of the variables under study, the teachers, administrators, and policy makers can devise their teaching methods, curriculum and selection criteria respectively. It would also help the students to bring desired changes in their socio-psychological behaviour. The Counsellors and psychologists can also be benefited from the findings of the study, if and when some students are referred to them to enhance their social and emotional maturity, to raise their confidence, to remove their problems of anxiety and depression. Even sociologists and social workers stand to gain by the findings of the study. They can plan ways in which to replenish the personal, interpersonal and social adequacies of the students, if they are found wanting in these traits.

The study will surely contribute towards improving the academic achievement of high school students. The greatest advantage of the study would probably accrue to the counsellors who would be guided by the results in selecting high school students for different type of courses and jobs. Counsellors will be genuinely helped by the proposed psychological cum sociological measures when achievement scores of two students is identical and only one of the two is to be selected. In such matters, the study will of great significance. Finally, the study will serve as a useful feedback for one and all connected with education faculty, besides becoming a useful part of critical research literature.

Today the young students are indulging in anti-social activities. There is indiscipline everywhere. This all seems due to emotional disturbance of the students. It has been realized by many educationists that in order to extend the
training to the youth so that they can face challenges, the research in this field is needed.

The problem is significant from another point of view. This view pertains to counselling and proper direction. A timely advice and psychological counselling to the high school students is essential in order to save them from maladjustments. If concerned authorities do not recognize this aspect of the investigation and ignore helping the students, the present schools will become institutions of mass machine geared up for mass production of emotionally and socially weak and maladjusted personalities.

1.10 STATEMENT OF THE PROBLEM

In view of the above facts, the investigator has tried to study the factors which influence the academic achievement of high school students. Psychologically & emotionally balanced, intellectually sound and socially mature students would contribute more towards the actualization of their abilities. Consequently, to make it more effective and productive, the present study has been stated as:

"Relationship of Anxiety and Emotional and Social Maturity with Actualization of General Mental Ability of High School Students"

1.11 DEFINITIONS OF THE TECHNICAL TERMS

1.11.1 General Mental Ability

General mental ability means different things to different people depending upon the theory of intelligence in which one believes and has faith in. For the present study, general mental ability has been used as an ability to deal with numbers, analogies, opposites and synonyms, to make categories and to draw inferences. Its measurement is the total score on the group test of intelligence constructed by Dr. G.C. Ahuja.

1.11.2 Anxiety

Anxiety can be interpreted as a mental condition in which the subject is perpetually in a state of restlessness and fear which may arise from idiosyncratic
apprehensions about the future or sense of remorse or un-fulfillment related with past. For the present study, the concept of anxiety has the same meaning as measured by Anil Kumar's General Anxiety scale for children. The higher score on the scale directs that the person is more anxious.

1.11.3 Emotional Maturity

Emotional Maturity is a state of balanced feelings and self-control. Person is said to be emotionally mature who has in his possession almost all kinds of emotions (positive as well as negative) and is able to express them justly, skillfully and timely in different situations of life.

As per the author of emotional maturity scale, Singh and Bhargava (1999), ‘Emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continually involved in a struggle to gain healthy integration of feeling, thinking and action’. Its measurement is the total score on emotional maturity scale.

1.11.4 Social Maturity

Social maturity means acceptance of a person or how a person is accepted in the society. It is characterized by the individual’s ability to establish social relations independently with different social groups of the society. Social maturity in this study has been taken as an aggregated countenance involving self-confidence, self-direction, social-feeling, productivity and social and human values. A composite score on human adequacy-personal, interpersonal and social-constitute a construct called social maturity.

Rao’s Social Maturity scale has been employed for measuring social maturity and it includes; i) work orientation ii) self-direction and iii) ability to take stress, under personal adequacy.

1.11.5 Actualization

One's expected level for achievement could be determined with the help of the Regression Equation, based on the degree of relationship between academic achievement and general mental ability and then, differences between
one's actual achievement (Aggregate scores of final C.B.S.E. class X examination, 2006) and the expected level of achievement could be worked out. In case the index of discrepancy between one's actual and expected level of achievement bore extreme positive sign, it could be taken to have indicated actualizers, on the other hand, if the index of discrepancy between one's actual and expected level of achievement bore extreme negative sign, then, it could be indicative of non-actualizers and scores falling between the two cut off points could show par-actualizers. On the basis of these indices of discrepancy, between actual and expected level of achievement and according to the requirements of the research design, three groups i.e. actualizers, par-actualizers and non-actualizers could be formed, with a view to answer the question regarding the differences among them on the basis of certain non-intellectual variables of personality.

1.1.1.6 High School Students

Students of class X studying in Jawahar Navodiya Vidhalayas (Rural) and Public Senior Secondary Schools (Urban), selected from the four districts i.e. Amritsar, Kapurthala, Bathinda and Patiala of Punjab have been treated as high school students.

1.12 OBJECTIVES OF THE STUDY

The present study was designed to attain the following objectives:

1. To study the relationship of academic achievement of high school students of Punjab with general mental ability, anxiety, emotional maturity and social maturity.

2. To find out the relationship of general mental ability of high school students of Punjab with anxiety, emotional maturity and social maturity.

3. To investigate the relationship of anxiety of high school students of Punjab with emotional maturity and social maturity.

4. To ascertain the relationship of emotional maturity of high school students of Punjab with their social maturity.
5. To find out the gender and locale-wise differences in general mental ability, anxiety, emotional maturity, social maturity and academic achievement of high school students of Punjab.

6. To know the differences among actualizers, par-actualizers and non-actualizers on the basis of their anxiety, emotional maturity and social maturity scores.

1.13 ORGANIZATION OF RESEARCH REPORT

The introductory chapter of the report presents emergence of the problem, objectives, need & significance of the study and also various theoretical viewpoints regarding academic achievement, actualization, general mental ability, anxiety, emotional maturity and social maturity have been discussed. While the second chapter deals with the review of research literature and hypotheses. In the third chapter, methodology and procedure along with tools and statistical techniques used in the present study has been given. Fourth chapter accounts for the analysis of data and fifth chapter deals with the discussion of results, main findings, conclusions, educational implications, delimitations and suggestions for further research while the summary forms the content of sixth chapter.

Bibliography has been given at the end of the research report.