basic personality. For instance the western culture emphasises egocentric and more realistic tendencies where as Indian culture emphasises such values as sympathetic attitude, self-sacrifice, cooperation and self-discipline.

Adler expressed his views that - "Personality is a unique configuration of self-entity, motives, traits, interests and values that is expressed itself in a style of life." To Allport, "Personality is the dynamic organisation within the individual of those psychological systems that determine his unique adjustment to the environment."

Cattell hold that - "Personality is concerned with all behaviour of the person, overt or covert under variety of an environmental situations and this personality in that which permits a prediction of what person will do in a given situation."

Gandhiji summed up his view about - "Personality is the total pattern of three components - the self, the mind and the body."

A trait is an aspect or dimension of personality. It is learned tendency to evaluate situations in a predictable manner and to react in a manner in which the individual has reacted more or less successfully in the past to similar situations in which he was similarly motivated. Traits are general qualities of social and emotional behaviour by which we describe people such as honest, sincere, friendly, aggressive, dominant etc.

In the present investigation 'High School Personality Questionnaire' (HSPQ) constructed and standardised by S.D. Kapoor and K.K. Malhotra has been employed for measuring the personality traits of X grade students.
1.2 EDUCATIONAL INTEREST

Interest is the gratification of one's sense of self-expression and self activity. It is an enormous asset in the teaching-learning process. It is the feeling which eggs us on to spontaneous activity.

Interest can be defined as the "felt value of an end." It describes "why the organisms tend to favour some situation and thus come to react in a very selective manner." According to Drever, "Interest is disposition in its dynamic aspects."

Interest could also mean, "that inner force within an individual which attracts him from the objects, persons and activities within his environment.

Interest is both an end and a means in education. Interest is a means for the child- as it helps him to acquire knowledge and realise his purposes. For the teachers, it is an end. Interest is a subjective feeling and when it is aroused for the achievement of a goal, the individual puts forth his greatest effort. It is something within the child, and the question is not how to make a lesson interesting but how best to interest the child in a lesson. Making lessons interesting does not mean making them elementary and lucid but to arouse child's interest in the lesson. When we are interested in object, we observe and consider it, we are curious to comprehend more about it, it endows us with a feeling of satisfaction and we may act to change it or keep it unchanged. One's interest is also a measure of what one will do or what one can do.

Educational interest maintains an eloquent position in the sphere of educational guidance. Educational interests are defined as "one's own pattern of preferences, likes and dislikes, preferred in any manner, wisely or unwisely
by self or by any other source for a given educational area or subject. Teachers, educational administrators and guidance workers are expected to have a close watch on the student's interest, in order to equip the later with educational guidance, at his entry to school and even carry forward the watch even after a stable choice has been made. Interest is intimately related to child's acquisition of knowledge understanding and skill which actually constitute the basis for his educational choices. The identification and measurement of interest therefore is quite essential.

The present study is likely to assist the students to take to their education in a meaningful way by making wise choice of subjects of their study. The right choice will ensure an optimum use of his educational potentialities possible extent.

In the present study, Educational Interest Record (EIR) constructed and standardised by Dr. S.P. Kulshrestha has been employed to measure educational interest of X grade students.

1.3 ANXIETY

Anxiety plays an almost indispensable role in human life. The urge to be on top in the class, puts a lot of pressure on students which causes tension and anxiety. Anxiety in a way, is the most intimate experience to man. It is at the core of all mental disorders.

The word 'anxiety' originates from Latin word 'Anxietus' which means experience of varying blends of uncertainty, agitation and threat.'
"Anxiety refers to a psychophysical state that occurs when an individual experiences a sense of impending or threatening danger."

According to Freud (1936), there exists three sources of anxiety the external world, the id and the super ego.

Anxiety is not fear. Fear is a reaction to a known tangible, objective danger where as anxiety usually refers to unknown, intangible and subjective dangers. Anxiety is characterised by diffuseness and uncertainty. The threat in anxiety situation, does not exist "out there". It is only imagined and subjectively apprehended. Fear is therefore, a perceived threat to the biological self; anxiety is a subjectively apprehended threat to psychological self.

Sullivan (1953) was of the opinion that "Anxiety is a state of tension arising from the experience of disapproval in interpersonal relations." Whereas Tillich maintains that "anxiety is a reaction to threat of non-being."

Fischer on the other hand examines the concept of anxiety from various points and offers integrative "view of anxiety". He describes "the experiences of being impelled to actualise for which abilities have already been apprehended as uncertain."

According to Dutt, "Anxiety constitutes particular unpleasant psychological and physiological reaction of an organisms to extrinsic or intrinsic threat which amounts to disintegration of the organisms." He has classified anxiety into different components namely - insecurity, loneliness, depression, self-consciousness, inferiority complex, guilt proneness, and emotional instability.
On the whole, anxiety can be either a trait anxiety or a state anxiety. A trait anxiety is a stable characteristic or trait of a person, whereas a state anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment etc. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environment shaved out of the academic institutions including among other things the teacher and certain subjects like Mathematics, English etc.

In the present research Academic Anxiety Scale for Children (AASC) prepared by Dr. A.K. Singh and Dr.(Km.) A. Sen Gupta has been employed for measuring the academic anxiety of X grade students.

1.4 STATEMENT OF THE PROBLEM

A Study of the Achievement of X grade students in relation to Personality traits, Educational interest and Anxiety.

1.5 OPERATIONAL DEFINITIONS OF THE TERMS USED IN THE STUDY

1.5.1 Academic Achievement

Academic achievement refers to the degree of success and proficiency attained in some specific areas.

1.5.2 Personality Traits

Personality is considered to be the sum total of behaviour of an individual in relation to society. Traits are qualities of social and emotional behaviour by which we describe people such as honest, sincere, friendly etc.
1.5.3 Educational Interests

Educational interests are one's own pattern of preferences, likes and dislikes, preferred in any manner wisely or unwisely by self or by any other source for a given educational area or subject.

1.5.4 Anxiety

Anxiety is a subjectively apprehended threat to psychological self.

1.5.5 Students

The boys and girls of age group ranging between 14 to 16 years.

1.5.6 Urban

The structural pattern of urban life which is dynamic and self adjusting with changing situations. Urban relations are formal and temporary.

1.5.7 Rural

The structural pattern of rural life is predominantly agricultural. Rural life is entirely based on religious outlook and tradition.

1.6 VARIABLES INVOLVED IN THE STUDY

The following variables have been employed in the present research:

Dependent Variable:

1. Academic achievement
Independent Variable:

1. Personality Traits
2. Educational Interest
3. Anxiety

1.7 SIGNIFICANCE OF THE STUDY

Academic achievement is mainly a function of cognitive variables like intelligence and aptitude. Non-cognitive variables such as personality traits, educational interest and anxiety values have also to be taken into account in order to diminish the margin of error in the prediction of academic achievement. There is no denying the fact that quite a good number of studies have been conducted in cognitive field but the non-cognitive areas have almost been totally neglected. It is because of this that the researcher thought to probe the unexplored territory i.e. in non-cognitive variables and their resultant bearing upon achievement.

How do these variables effect rural and urban students in their achievement? In what way do these variables influence the achievement of the students at the high school level, where the level of aspiration of student is less and achievement is more. As it has been corroborated by some researchers that the level of aspiration at the high school stage is to pass the examination but the achievement is more in comparison to the level of aspiration of student. Therefore, to study these non-cognitive variables in relation to the high school students, is of central importance.
Educational surveys reveal that hardly any significant study has been made for establishing the relationship between the non-cognitive variables and achievements. This study will help the relationship academic anxiety, educational interest and personality traits to the high school students which influence the educational ladder and achievement in future at the time of getting higher education.

1.8 OBJECTIVES

1. To study the achievement of urban male and female students of X grade.

2. To study the achievement of rural male and female students of X grade.

3. To study the achievement of urban male and rural male students of X grade.

4. To study the achievement of urban female and rural female students of X grade.

5. To study the personality traits of male and female students of X grade.

6. To study the educational interest of urban male and female students of X grade.

7. To study the educational interest of rural male and female students of X grade.

8. To study the educational interest of urban male and rural male students of X grade.
9. To study the educational interest of urban female and rural female students of X grade.

10. To study the anxiety of urban male and female students of X grade.

11. To study the anxiety of rural male and female students of X grade.

12. To study the anxiety of urban male and rural male students of X grade.

13. To study the anxiety of urban female and rural female students of X grade.

14. To study the relationship between academic achievement and personality of X grade students.

15. To study the relationship between academic achievement and educational interest of X grade students.

16. To study the relationship between academic achievement and anxiety of X grade students.

1.9 HYPOTHESES

1. There is no significant difference in the achievement of urban male and female students of X grade.

2. There is no significant difference in the achievement of rural male and female students of X grade.

3. There is no significant difference in the achievement of urban male and rural male students of X grade.

4. There is no significant difference in the achievement of urban female and rural female students of X grade.
5. There is no significant difference in the personality traits of male and female students of X grade.

6. There is no significant difference in the educational interest of urban male and female students of X grade.

7. There is no significant difference in the educational interest of rural male and female students of X grade.

8. There is no significant difference in the educational interest of urban male and rural male students of X grade.

9. There is no significant difference in the educational interest of urban female and rural female students of X grade.

10. There is no significant difference in the anxiety of urban male and female students of X grade.

11. There is no significant difference in the anxiety of rural male and female students of X grade.

12. There is no significant difference in the anxiety of urban male and rural male students of X grade.

13. There is no significant difference in the academic anxiety of urban female and rural female students of X grade.

14. There is no significant relationship between the academic achievement and personality of X grade students.

15. There is no significant relationship between the academic achievement and educational interest of X grade students.
16. There is no significant relationship between the academic achievement and anxiety of X grade students.

1.10 DELIMITATIONS OF THE STUDY

Being aware of the vast vistas of educational activity, the researcher in the present study has delimited her research by confining only to four variables namely

Academic Achievement
Personality Traits
Educational Interest
Anxiety

Of these academic achievement is dependent variable while the rest are independent ones. The sample comprises 500 X grade students both male and female drawn from various schools, rural and urban areas. Sample is equally distributed between male and female students. The present investigation is confined to schools situated in Rohtak district.