CHAPTER XI
curvi-linear relationship with over and under achievement, implying thereby that over and under achievement go with higher need for achievement and greater anxiety in comparison to normal achievement.

Mishra, H.K. (1962) has compared some personality variables of high and low achievers. He found that both the groups were non-significantly different in their activity and extroversion.

Devadasan, K. (1966) related extroversion-neuroticism to academic achievement. He found a low negative correlation between extroversion and achievement and a positive correlation between neuroticism and achievement.

Bhatnagar, R.P. (1968) conducted a study of some personality variables as a predictors of academic achievement of high school students keeping age, sex and intelligence constant. Male students of class XI of Rajasthan formed that sample of the study. The academic achievement was assessed in terms of composite scores of students on objective attainment tests in Hindi, elementary arithmetic, general science and social studies. Intelligence was measured by Jalota's Group test of General Mental Ability. It was found that the need for achievement, autonomy, interception, dominance, nurturance, endurance and aggression correlated positively and the need for difference, affiliation and abasement correlated negatively to the academic achievement of the students.

Abraham, P.A. (1969) conducted a study to determine the influence of basic personality factors on the academic achievement. The sample consisted of pupils from standard X selected from a twenty percent stratified random
sample of schools in the Trivendrum educational district. The personality variables chosen were intelligence, persistence level of aspiration, personal tempo and variability. He reported that:

(i) scholastic aptitude had the maximum influence on academic achievement;

(ii) the influence of the temperamental dimensions of neuroticism and introversion-extroversion on academic achievement showed difference, and it was found that the Factor Analysis of the personality variables and academic achievement evolved a factor pattern in which three factors could be identified viz. scholastic aptitude, neuroticism extroversion-introversion. In comparison boys were found to be more superior to the girls in their achievement.

Rao, S.N. (1972) aimed at investigating the role of certain aspects of personality patterns of adjustment in scholastic performance. He concluded that the level of academic achievement was positively related to the considered aspects of personality.

Suri, S.P. (1973) studied the personality traits of intellectual, superior, average and below average students. The investigator concluded that superior students were different from average and below average. They were found to be more intelligent, emotionally stable, assertive and tough-minded.

Rai, P.N. (1974) studied anxiety as personality trait, had a changing role in scholastic achievement. The low level of anxiety helped in achieving high whereas a very high level of anxiety was detrimental to academic achievement.
Srivastava, D.N. (1974) found that "less intelligent and more intelligent" traits of personality significantly influenced the academic achievement.

Jaya Gopal, R. (1974) studied personality profile of the under and high achievers of some of the schools in city of Madras. Cattell's 14 P.F. (14 HSPQ) modified and translated in Tamil were administered on 275 students. The results showed that there was high correlation between scholastic achievement and personality with regards to factors A, E, I in the case of high achievers. In the case of under achievers only two factors H & J were significantly correlated with the scholastic achievement. The under achievers were characterised by spontaneity, vigour, spirit to associate with the group readily and uninhibited and zestful nature. High achievers were reserve, humble and tough minded.

Srivastava, Shankar Saran (1976) studied personality factors as predictors of academic achievement of high school students. He used HSPQ and found that four personality factors named ABC and H out of 14 HSPQ factors were significantly and positively correlated at 1% level of confidence with all the three types of achievements in the science group; factors D, O and Q₄ were negatively and significantly correlated at 5% level with obtained subjects in science groups; in arts group seven factors namely A, B, E, C, J and O has significant correlation with all the three kinds of achievement scores; factor B had significant correlation at .01 level where as factor A, E and J are negatively correlated at .05 level of confidence in compulsory subjects in arts group; and only two factors I and Q₃ were positively and significantly correlated with all the three kinds of academic achievement in the arts groups at .01 level of
Tiwari, S.N. (1977) conducted a comparative study of personality of high school boys and girls. He observed that boys were more adjusted than girls. Boys were superior to girls in industriousness, but there was no difference between urban and rural students. In sociability, girls were found superior to boys and urban students found superior to rural students.

Sen Gupta, M. (1977) studied some of the determinants of personality characteristics of pre-adolescent children. The characteristics studied were aggression, anxiety and dependency of the children. The results of the study indicated that determinants which were considered affected the three personality characteristics positively (mostly) and negative (in some cases) but in mild form.

Soman, K. (1977) Some Affective Correlates of Mathematics Achievement of Secondary School Students. The study was designed with fourteen affective variables (belonging to one basis personality dimension - adjustment) treated as independent variables and mathematics achievement in the cognitive domain as the dependent variable. The major findings of the study were:

(i) All the selected fourteen variables were not significantly correlated with mathematics achievement.

(ii) Personal adjustment variables and anxiety variables had considerable influence on mathematics achievement.
(iii) In the case of boys eleven variables correlated significantly mathematics achievement whereas for girls only four variables showed significant correlation.

(iv) The correlation for the rural group and the urban group also showed some variations in their patterns. For the rural group ten affective variables significantly correlated with mathematics achievement. As against this, for the urban group only six variables correlated significantly with mathematics.

Verma and Yadav (1979) studied some personality patterns of talented students in Science and revealed that:

(i) The factors B, C, H, Q₂ and Q₃ of talented students were found to be significantly higher and that of factor F and Q₄ of average in relation to this talented students in Science.

(ii) It was also found that talented students have higher degree of scholastic mental capacity, have ability to learn quickly. Comparatively average students in science may be found to be enthusiastic, happy-go-lucky and gay. They are more tense. It shows that they are confused and worried than the talented students.

Bhatnagar, R.P. (1979) studied some factors affecting some students involvement in studies and found that students from urban schools showed more involvement than students from rural students, and students with high involvement in studies were outgoing, warm hearted, easy going, conscientious, rule-bound, had a stronger super-ego, strength were venturesome, socially
precise, self-disciplined, had a high concept and control. Sex differences were obvious adventuresome, super-ego, strength, self-sufficiency, sensitivity and passive individualism.

Kumar, K. (1980) studied some personality correlates of academic adjustment. He reported that the academic adjustment of the female students were significantly much better than that of the male. No significant difference was observed between English and Hindi versions of EPI and the introvert students had a better academic adjustment than the extrovert students. The normal/stable students had better academic adjustment than the neurotic students. The stable-introvert students had the highest academic adjustment, while the unstable-extrovert students had the low adjustment.

Srivastava, G.N. (1980) studied prediction of academic achievement through personality traits. Hindi version of HSPQ was administered on 250 science and arts students for differential, correlational and predictive studies. The results indicated that four personality factors namely: A, B, C, H in the science group and B, I, Q₂ and J in the arts groups were positively and significantly correlated with the achievement. D, O and Q₄ in the science group and factors E and J in the arts group were significantly correlated but negatively. The values of multiple R were found to be ranging from .42 to .45 in the science group and from .66 to .70 in the arts group. It shows that in Indian social cultural milieu achievement in arts group is much more helped by tender mindedness, submissiveness even in the comparison to intelligence.

Singh, B.K. (1984) conducted a psychological study of the patterns of personality variables of rural and urban college students of Agra region. The
study had four major personality variables - anxiety level, adjustment level, frustration level and interest pattern of rural and urban college students. Some of the major findings of the study indicated that the rural students were found to have a higher level of anxiety and frustration than urban students. The rural students were also found to be significantly more adjusted than urban college students in all the four major areas of home adjustment, social adjustment, school/college adjustment and health and emotional adjustment, whereas the urban college students were found to have a significantly higher level of scientific interest only, but in the other eight areas of interest the rural college students were found to have a significantly greater interest than urban students.

Jahan, Q. (1985) conducted a study of personality profiles of students of science, arts and commerce at the Higher Secondary level of Education in relation to their academic achievement. The sample comprised of 758 male and female students. Cattell’s High School Personality Questionnaire (HSPQ) and a composite of marks obtained in different subjects of science, arts and commerce streams served as measures of personality and academic achievement respectively. The major findings revealed that:

(i) The over achievers of science stream were more reserved, intelligent, emotionally stable, excitable, obedient, sober, conscientious, shy, self-assured, self-sufficient, controlled and relaxed as compared to under achievers.
(ii) The over achievers of arts stream were more warm-hearted, intelligent affected by feelings, undemonstrative, assertive, enthusiastic, conscientious, zestful, apprehensive and tense as compared to under achievers.

(iii) The over achievers of the commerce stream were more reserved, intelligent, affected by feelings, sober, conscientious and self-assured as compared to the under achievers.

Dixit, Mithlesh Kumari (1985) designed a comparative study of the academic achievement and intelligence of adolescent boys and girls studying in classes IX and XI. The sample for the study consisted of 800 students studying in classes IX and XI. Half of them were boys and half were girls. The results indicated that:

(i) Among class IX and XI students there was no difference in the academic achievement of intellectually superior and intellectually very superior boys and girls.

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

(iii) In general the intelligence test scores of the boys were higher than those for the girls.

(iv) In the case of boys there was very high correlation between intelligence test scores and academic achievement whereas for girls there was an average correlation between intelligence test scores and academic achievement.
(ii) *Studies conducted in Abroad*

Robert Nadeem Rasheed (1970) studied the relationship of personality and academic achievement. Personality factor Sizothymia was the best factors of academic success in a programmed learning environment. Personality factors were - intelligence, self-assured and indisciplined.

Dorothy P. Rogers (1972) explored the relationship between academic achievement and personality traits of American students. Results of study showed that the mean scores on response during interview are higher for males as compared to that of females. There is also significant difference in the overall personality rating of male and females.

2.2 ACADEMIC ACHIEVEMENT AND EDUCATIONAL INTEREST

(i) *Studies conducted in India*

Satpathy (1959) conducted a study entitled, "An investigation into reading interest of 6th and 7th grade children" in Cuttack district. A sample of 417 students both males and females from different schools was selected. Questionnaire was main tool employed for data collection. The major findings of the study were:-

The following topics and books are liked by the students from newspaper, periodicals and journals.

Topics from the newspaper:
(a) News on amusement,
(b) Humorous and Comic news,
(c) Culture, Art and Literature news and Advertisements,
(d) Sensational news.

Topics from Periodicals and Journals:

(a) Humorous stories  (b) Adventurous stories
(c) Animal stories    (d) Stories on Science
(e) Romances         (f) Stories of Exploration
(g) Travel           (h) General Knowledge
(i) Detective        (j) Stories on Patriotism

Books
(a) Short stories
(c) Tapes of foreign land
(e) Animal Stories.

(b) Bibliographies
(d) Travel stories

Following topics are disliked by the students:

(a) Political matters  (b) News on Religion
(c) Critical Review    (d) Literary Criticism.

Kumar, K. (1965) found literary, agriculture, sports, technical,
scientific, outdoor, fine arts, crafts and household activities were the areas of
interest of rural youth in order of preference. Also the youth belonging to
farming families were more interested in sports and outdoor activities than the
non-farming families. Simultaneously, "it was also observed that
pre-adolescents had more interest in medical, technical and scientific
vocations. The post adolescent did not show much interest in the scientific
vocations but preferred sports, agriculture and outdoor activities.

Badanmi, C.H. and Badami, D.M. (1970) conducted a study of reading interests among the college students for which the sample comprised of 327 male and 131 female students from twelve arts, science and commerce college. Major findings of the study were:

(i) About 60% of students interested in reading various types of books. Significant sex differences were observed in amount of interest expressed for reading books and dislike for several types of books.

(ii) About 50% of students were found to have interest in reading magazines, section of stores, jobs and comics were preferred, sections on sports, pictures, cartoons and poetry section were found to be less appealing.

(iii) Significantly more males were found to have preferred the sports section while females preferred the section of puzzles and problems.

Thakur, T. (1974) noted academic achievement of high school boys and reported that:

(i) Academic achievement as a whole was not quite satisfactory. In language there had been satisfactory progress of all the groups, but mathematics presented an unsatisfactory picture. A downward trend of achievement was observed.

(ii) Boys with less aptitude for a particular subject failed to achieve satisfactorily in that subject. Those who had aptitude but disliked a subject did not show significant achievement.
Students who liked a subject, found it easy. Some found the subjects difficult though they liked the subjects.

None of the groups gained in the subject through three years of teaching.

There was a positive correlation between aptitude and ability in mathematics.

Das, N.C. (1975) studied psychometric study of low achievement of school final candidates in General Science. The study revealed that:

The syllabus for general science of the school final examination was inadequate; physics was over-emphasized, chemistry and botany were neglected; astronomy and geology were not included in the syllabus. There was no scope for practical work by students. The knowledge aspect was tested but the application aspect was neglected.

Students who passed in general science possessed higher I.Q. than those who failed in the subject. A positive correlation existed between intelligence and achievement in general science.

There was no significant difference between anxiety scores of those passing in general science and those failing in the subject.

Pupil personality turned out to be the most powerful component responsible for performance in general science.

Students who passed in general science obtained higher marks in mathematics than those who failed in the subject.
(vi) I.Q. marks in mathematics and general science showed highly significant inter-correlations.

Lalithama, K.N. (1975) conducted a study "some factors affecting achievement of secondary school pupils in Mathematics." The major findings of the study were:

(i) there was significant difference in the performance of boys and girls in mathematics.

(ii) the difference being in favour of boys, the urban pupils were superior to rural pupils in mathematics.

(iii) Intelligence and interest in mathematics were higher in boys and urban pupils than in their respective counterparts.

(iv) the achievement in mathematics was positively related to intelligence and interest in mathematics.

(v) studying lessons daily, studying mathematics by writing, repetition in learning, spaced learning, over learning etc., influenced the achievement in mathematics positively.

(vi) Private tuition, electric light facilities etc., influenced the achievement in mathematics.

(vii) Achievement of first borns were better than that of the last borns.

Zacharia, T. (1977) studied the impact of attitude of interest on achievement of secondary school pupils in social studies. The major findings of the study were:
(i) There was high positive correlation between the secondary school pupils achievement in social studies and their attitudes.

(ii) The pupil's interest in social studies was closely related to their achievement in the subject at all levels.

Sahood, P.K. (1979) had studied the vocational preferences of secondary school of Cuttack. It was reported that high school students are more or less influenced by the rural life. He analysed that students preferred the vocations like agriculture, fishery, diary farming, electronics, mechanical, home science, soil and water conservation, harvest technology, horticulture etc.

Bhat, R.N. and Indiresan, J. (1981) tried to establish a correlation of performance of students in high schools with their achievement in polytechnics and found that the correlation between the high school marks and the first year subjects which included science and English, was fairly high, and the correlation decreased in strength as the semesters which dealt with engineering subjects progressed. This, perhaps, indicated that while the high school marks predicted to some extent the general ability of the students, they were not reliable indicators of performance in engineering subjects. Further the correlations were observed to be very low for the high school marks to be useful as predictors.

Goswami, R. (1982) investigated the reading interests of pupils of standard VIII to X in relation to their academic achievement. The major findings of the study were:
(i) High reading interest among the pupils of all three standards. It was relatively higher among standard X and lower among the pupils of standard VIII.

(ii) There was considerable interest in reading newspaper among the students.

(iii) To a great extent the majority of the students preferred to read through English language.

(iv) There was negative relationship between reading interest and age.

(v) There was no difference in the reading interests of boys and girls at secondary stage.

(vi) There was significant relationship between reading interests and academic achievement.

Sarah, Shanta Kumari, Williams (1983) conducted a study of the attitude of high school pupils towards General Science and its relationship with achievement in the subject. The major findings of the study were:-

(i) The pupils achievement was poor, in general, in respect of understanding and application, compared to their achievement in respect of the skills and knowledge objectives of teaching general science in high schools.

(ii) The attitude of the high school pupils towards science and science education in Tamil Nadu was generally favourable but there was a wide disparity in their attitudes.
(iii) When the effects of pupils attitude towards science and their attitude towards science education were partialled out, the coefficient of correlation between their achievement socio-economic status was found to be 0.1164 and it was significant at 0.01 level.

(iv) When the effects of pupil's attitude towards science as well as their socio-economic status were partialled out, the coefficient of correlation between their attitude towards science education and achievement was found to be 0.4062 and it was significant at 0.01 level.

Jain, K.K. (1984) conducted a study of development of interests among the school students of Delhi in relation to certain variables. The major findings of the study were:-

(i) Urban boys had a higher interest in academics than rural boys.

(ii) The rural boys were not much concerned with the choice of career.

(iii) There were differences in the development of interest in health, sports and game among urban and rural boys.

(iv) There was no difference in political interests of urban and rural students.

(v) The urban students had a higher scientific interest than rural students.

Pradhan, Sujata (1985) in the study, "Reading interests of undergraduate students of different faculties in relation to sex, urban and rural background and academic achievement" reported that:
(i) Science students have better reading interest as compared to commerce and arts students.

(ii) High achievers read more than the low achievers. High achievers have better reading interest than the low achievers.

(iii) While comparing the reading interest of the boys and girls at the undergraduate level, it was found that science boys were more interested to read the subjects like physics and chemistry while science girls were interested to read zoology and chemistry.

(iv) Arts boys were found interested in reading romantic and comedy books while girls were found interested in reading fiction, religious and romantic stories.

(v) Urban students have better reading interest than rural students.

Kuraishy, S. (1986) conducted a study of the relationship between art education and achievement in other school subjects at the secondary school stage and revealed the following findings:

(i) The coefficient of multiple correlation ‘R’ was significant for AG (Art Group) and insignificant for NAG (Non-Arts Group). The students who had received formal training in art achieved more than those who had not received such training.

(ii) The relationship between art aptitude and academic achievement was positive and significant for most of the groups.
(iii) A comparison of the academic achievement of boys and girls of Arts Group and Non-Arts Group revealed that there was no difference between boys and girls for the Arts Group, but for the Non-Arts Group these differences were significant.

(iv) The coefficient of partial correlation was computed to find the relationship between the integration of art with other subjects and academic achievement. It was found that there was no difference between the performance of the two Arts Groups and Non-Arts Group.

(ii) Studies conducted in Abroad

Studies relating to the reading interest of children have been reported for at least fifty years, but it is only in the twenty years that marked progress in this sphere has been made through the application of objective measurement of interests.

Interests in this field of investigation has increased rapidly in 1940, no fewer than 200 studies were reported. Calestine gives a detailed literature in this sphere upto 1930, while most important researches are summarised by Rankin, till 1940.

These investigation in the main have covered:-

(i) The significant facts concerning children's reading interest and there preferences and

(ii) The factors and conditions that influence and determine these.

The method employed have been either-
(a) questionnaire, (b) analysis of book withdrawals, (c) direct observation of children in classroom, library or in the home and (d) conferences with librarians.

**Studies regarding Book Reading with Age:**

Terman, L.M. and Lima, M. (1931) concluded from their studies that "the age of 12 or 13 marks the beginning of what is called the "Reading Craze" a period of maximum reading. In no study there was evidence of continuing interest in book reading during high school.

Fiction Reading:- Every study so far examined has revealed a greater interest in fiction than in any other category of book. Center, S.S. and Persons, G.L. (1936) reported that 91.8% of first year high school pupils read fiction.

Sex Differences:- Studies of the difference between what boys read and what girls read, have been tackled from two angles:-

(i) the relative amount of reading done by boys and girls.

(ii) the differences in the interests of boys and girls.

Early studies reported that the voluntary reading done by boys differs little from that done by girls, but Lazer (1937) offers evidence to prove that girls read more than boys, a contention confirmed by Jenkinson.

In the second sphere of investigation Terman and Lima report sex differences in what is read from nine years onwards.
Thorndike, R.L. (1941) concluded from his data that sex was more important than age or intelligence as a determiner of reported interest pattern (age range 10-15 years).

Terman and Lima made a further contribution to this aspect of children's reading interests when they found that although boys show practically no interest in girl's books, girls show a decided interest in boy's books.

Malchow, E.C. (1937) gives a love of adventure as the greatest single factor in determining boys choice and reported that it was also a factor for girls, though not a major one, her study showing that love of mystery with boys. She also found that love of animals was a significant factor with boys though not with girls, a conclusion corroborated by Wilton.

**Surveys in Children's Reading in Great Britain:**

The methods employed in library surveys have varied and the age group of boys and girls studied have ranged from seven to twenty one; the majority being at the adolescent and preadolescent stages.

Sheffield (1938) obtained data from prepared forms. 2730 books were analysed, and the following findings were reported:

(i) the number of readers rises (more slowly in case of girls than boys) from 7-10, which is the pick figure in both the sexes. The actual number of readers show a preponderance of girls of all the ages.
(ii) As in all the studies figures show that more fiction is read than non-fiction from seven to eight years old. However, preferring non-fiction and the proportion of fiction read by girls is much greater than that of read by boys.

(iii) The most popular classes of books among boys were - adventure and exploration stories and sea stories. Among girls - school stories, fairy tales and domestic tales.

(iv) The majority of children stated they choose a book because they had read and liked a book by the same author on the same subject (2082 out of 3080 reasons for choice were on these lines). The total of 270 reasons attributed to school influences seems small.

It was concluded that adult influence of choice, exercised directly was small, while the effect of film and radio was negligible. The physical attraction of a book was a strong incentive, especially among boys. The general overall impression from this analysis, which confirms observation reports from library staff, is that children, even more than adults, prefer to make their own choice of books.

Leeds (1946) - This survey covered the reading interest of young people between the ages of fifteen and twenty one (with special regard to young worker). The questionnaire, completed by a random group, covered various details regarding occupation, membership of a youth club, newspaper read, favourite authors and present choice of books. The most obvious fact emerging
from the survey was that a considerable proportion of those whose educational classes was at the elementary stage give up reading altogether. The extent of education was clearly reflected in the range of reading interest.

**National Survey of Club Girl's Interest (1966):**

This survey covered the interests of girls of 12 to 19 age group, who were members of club and youth organisations. As 6,000 questionnaire were completed covering the whole of the British Isles and the results are of special interest. The questionnaire covered many aspects of the adolescent girls likes and dislikes, but it is with the section on 'Reading Interest', that we are concerned. As only six out of 6,000 girls failed to record anything at all in this section. It is concluded that:

(i) Young people read for more than they are given credit for.

(ii) In every age group love and adventure take first or second first, love being given pride of place by every group between fourteen and eighteen, with exception of the young girls still at school.

(iii) Apart from this, crime newspaper, reading and travel books are the most often mentioned.

(iv) "Comics" received some votes at every age range.

(v) The reading of school stories did not show such a high school as might be expected from previous surveys, while fairy stories no where received a high vote.

(vi) The survey revealed that the seventeen year old girl still at school records has the highest preference in poetry.
(vii) The fourteen year old group showed a strong interest on biography which was nowhere else paralleled.

(viii) The decided lack of interest in science and scientists is explained in the report as being due to lack of attractive, readable material in this section.

Glasgow (1946) made a survey of reading tastes of 12 year old children and disclosed that school girl stories were of their prime interest, although a surprising preference for animal stories was shown by both sexes. The preponderance of classics among the books selected, leads one to suspect the fact that the survey was conducted in school, influenced the children’s free choice.

2.3 ACADEMIC ACHIEVEMENT AND ANXIETY

(i) Studies conducted in India

Sinha, D. (1961) administered two general anxiety scales to a sample of 165 Engineering students, aged 19 to 24 years. He concluded that there existed a small, though significant inverse relationship between anxiety and academic performance.

Jindal, C.R. and Panda, S.K. (1962) said that low achieving boys had a high level of general anxiety: low achievers, irrespective of sex, were more anxious than high achievers. Girls, in general, irrespective of achievement level possessed more anxiety than boys.
Saxena, P. (1965) also found no relationship between anxiety and academic achievement. He further pointed out that with the anxiety level of performance of the student increases.

Sinha, D.A. (1966) and others found that there exist a significant negative correlation between anxiety and academic achievement.

Pandit, K.L. (1969) conducted a study, "The role of anxiety in learning and academic achievement." The major findings of the study were-

(i) anxiety bore a negative relationship with learning and academic achievement.

(ii) when anxiety was experimentally induced, the lowest anxiety group showed a significant improvement in the re-test.

Mehta (1969) introduced an anxiety variable such as concern for achievement and related this factor to the academic performance of the students. He found that there was a significant correlation between these two factors i.e. students who were concerned about their achievement performed (school marks) significantly better than those who were not concerned about their achievement.

Hazrat, A. and Girdhar, P.T. (1970) indicated the scores on the PMAT test are negatively correlated with the scores obtained by the subjects on an anxiety test.

Singhal A.G. (1971) in his latest studies found no significant relationship between anxiety and academic achievement.
Singhal, W.R. in his study found no significant relationship between anxiety and academic achievement

Hussain, M.S. (1977) recorded the academic performance of the group with moderate anxiety was significantly better than those of the high and low anxiety group. Anxiety bore a curvi-linear relationship with academic performance. Low anxiety also showed a lack of drive and motivation in the students.

Bisht, A.R. (1979) reported that academic achievement of high, moderate and low anxious were significantly different and the correlation between the two variables was negative.

Purandare, V.M. (1984) of Poona University studied anxiety and strategies in serial verbal learning 40 low anxiety and 40 low average students were taken. He concluded that low anxious subjects were better in performance, in the serial verbal learning task than the high anxious. A negative relationship between anxiety and achievement was indicated in the studies of Mehrotra (1986).

(ii) Studies conducted in Abroad

Sarason, S.D. and Mandler, G. (1952) did not find any significant relationship between the manifest anxiety and college grade point averages. Malarazzo, J.D. (1954), David, A. and Erikson, C.W. (1955) also revealed that there is no significant relationship between anxiety and academic achievement.

Spielberger, S.D. and Katzenmayer, W.G. (1959) using Tyler's Manifest Anxiety Scale, reported a significant negative correlation between
anxiety and achievement supported by Lunneborg, P.W. (1964) who revealed the negative correlation between these two variables when he gave three anxiety scales (TASC, BASC, CMAS) to 213 boys and girls in grade IV to VI. For each grade the negative correlation between anxiety (TASC) scores and achievement scores tended to be larger than was the case for other two general anxiety measures. Further, negative correlation tended to be larger for boys more than for girls.

Carrier, N.L. and Jewell, D.O. (1966) used the TAS and AAT and correlated these scores with final examination scores of 125 multiple choice questions. They also obtained significant negative correlation.

Pervin, L.A. (1967) using Albert and Habert (1960) AAT, correlated anxiety with measures of academic performance. Low negative correlation was obtained. The moderator analysis did not indicate that anxiety was differentially related to performance for different ability levels.

Based upon the above observations, it can be said that there is no unanimity among the researchers about the relationship between academic achievement with personality, anxiety and educational interest. Therefore, it was thought to be interesting to take up a study for finding out effect of personality, anxiety and educational interest on academic achievement.