CHAPTER 2

REVIEW OF RELATED LITERATURE

Review of related literature helps the researcher to acquaint with the current knowledge in the field or area in which the investigator is going to conduct the research. The importance of the appraisal of literature associated with the study is that it provides the researcher with an indication of the direction and up to date information relating to the researchers’ problems, and to avoid replication of the study. It also provides the scope for analogy and formulation of hypothesis. The main objectives of the review of related literature are –

1) To provide theories, ideas, explanations or hypotheses, which are likely to help in the formulation of research problems.

2) To avoid overlapping studies.

3) To be a fertile source for formulating hypothesis.

4) To suggest methods of data collection, procedures, to explore the sources of data and statistical techniques appropriate to the solution of the problem.

5) To gather comparative data and findings of earlier researchers which are of use in the interpretation of data and analysis of results.

6) To enable the investigator to gain expertise in his/her area of interest and
7) To keep the researcher abreast with the most recent development in his/her own area of activity.

Therefore capitalizing on the reviews of expert researchers can be fruitful in providing helpful ideas and suggestions. A review is a valuable guide to define and delimit the problem, recognize the importance of the subject, suggesting tools methods or sources of data, and to suggest the correct study design.

The Review of Related literature has been categorized into 3 divisions:

- International Reviews
- National Reviews
- Regional Reviews

2.1. INTERNATIONAL REVIEWS:

Bancroft Beatley; Achievement in the Junior High School, Cambridge: Howard University Press, 1932, xiv

This study is an addition to the small but increasing library of scientific investigations in the field of education. In this case, Professor Beatley set out to investigate the claim that junior high school students lose because those schools do not spend as much time on fundamentals (reading, language, arithmetic, social studies and science) as do the older type seventh and eighth grade elementary and freshman high school organizations. The method was to select comparable groups from junior high school and non junior high school systems and to compare them in
achievement between the seventh and ninth grades. This was done by means of the Stanford achievement tests.

The conclusion was reached that achievement in the fundamentals is approximately the same under the two systems.

**Betty Miner; Sociological Background Variables Affecting School Achievement.; 1968**

This study involves investigation of the relationships between a number of sociological background variables (including general categories of Social Class, Family Structure, Sibling structure and Religion) and school achievement at various periods in the child’s academic career. The twelve achievement variables were organised into categories of Intelligence, Objective Achievement, Early Citizenship, High School Achievement, and After School Aspirations. The data was collected from 663 high school graduates in a Midwestern city. By means of a regression analysis, significant relationships between sociological variables and achievement were examined. Each relationship was further investigated with the variables of socio economic status and intelligence held constant in order to eliminate the effect of these two well known predictive variables.

**Hal Ritter; Anxiety; 1990**

The analysis is a study of the nature of anxiety in human experience. The author reviews the work of theologian Paul Tillich and psychologist Rollo May and clarifies the role of anxiety of life which comes from the many threats to human existence.
Lama M. Al-Qaisy; The relation of depression and anxiety in academic achievement among group of university students. Department of Psychology, Faculty of Education, Tafila Technical University (1993).

This study aims to identify the influence of mood disorders, especially anxiety and depression among a sample of students for their academic achievement in Tafila Technical University. In addition, the study focused on knowing influence of depression and anxiety between the genders and between colleges. So two measuring gauge have been applied, one measuring the level of anxiety and the other measures the level of depression on a random sample of 200 students from different colleges. The findings of the study shows that girls are more anxious than boys, while boys are more depressed than girls. Additionally, the results point out that there is a positive correlation between achievement and anxiety, while a negative correlation with depression.

Instruments: All materials used in this study were translated from English to Arabic by a professional translator.

- Beck depression inventory (BDI) The BDI is the most commonly used depression inventory in both research and clinical practice.

- Spielberger trait anxiety inventory (TAI) The TAI was used to measure anxiety in this study.

The findings were: Pearson correlation coefficient was used to determine the relationship between depression, anxiety and academic achievement. There was a
negative relationship between depression and academic achievement, and a positive relationship between anxiety and academic achievement

**Turner and Barrett (2003)** conducted a study to test unitary, dual and tripartite models for anxiety and depression in a cross-sectional design using 3 narrow band age cohorts of non-referred children and youths. The sample consisted of 3 groups with the age range of 7-8 years, 10-11 years and 13-14 years. Revised Children’s Manifest Anxiety Scale and Children’s Depression Inventory were administered. The results found little evidence of increasing differentiation. All models provided a moderate fit to the data, with some evidence that a correlated 3 factor model was preferred model in all age cohorts. Anxiety and depression symptoms do not show much differentiation with the age.

**Cecil L.Powel and Kimberly R. Jacob Arriola; Relationship between Psychosocial Factors and Academic Achievement among African American students (2003)**

The authors of this cross sectional study used surveys based on the non-cognitive model of W.E.Sedlacek and C.G.Books (1976) to determine psychological factors associated with African American students’ high school achievement. Psychological variables explored included community service, academic motivation, social support, and students’ methods of handling unfair treatment. Results showed that gender was positively associated with grade point average (GPA), \( p < .05 \). It has further been found that students who talk to others about being treated wrongly instead of keeping it to themselves are more prone to have higher GPAs; the
findings also have more important implications for individuals involved in the counseling and education of high school students. Sedlacek and Brook’s model provides an effective guide for predicting academic achievement and for developing programs to improve academic achievement among students.

**George Psacharopoulos and Stergios Tassoulas; Achievement at the higher education entry examinations in Greece: A Procrustean approach (2004)**

This paper examines the way the national higher education entry examination in Greece are used to determine entry into the 100 percent government controlled state tertiary education system. The data base refers to the population of all secondary education graduates taking the June 2000 national secondary examination. There is considerable achievement variation across regions and type of schools. Poor districts, evening schools, and state schools are associated with low achievement. Private schools are associated with high achievement.

**Anna Zajacova, Scott M. Lynch, and Thomas J. Espenshade; Self efficiency, Stress and Academic Success in College (2005).**

This paper investigates the joint effect of academic self efficiency and stress on academic performance of 107 non traditional, largely immigrants and minority, college freshmen at a large urban computer institution. They developed a survey instrument to measure the level of academic self efficiency and perceived stress association with 27 college related tasks. Both tests have high reliability and they are moderately negatively correlated. The estimated structural equation models to assess
the relative importance of stress and self efficiency in predicting three academic performance outcomes: first year college GPA, the number of accumulated credits, and college retention after the first year. The results suggested that academic self efficiency is more robust and consistent predictor than stress of academic success.

Chapell, Mark S. , Blanding, Z. Benjamin; Silverstein, Michael E.; Takahashi, Masami; Newman, Brian; Gubi, Aaron; McCann, Nicole ; Test Anxiety and Academic Performance among Undergraduate and Graduate Students. (2005)

This study investigated the relationship between test anxiety and academic performance among 4,000 undergraduate and 1,414 graduate students and found a significant but small inverse relationship between test anxiety. Low-test-anxious undergraduates showed better results than high-test-anxious students. Low-test-anxious girl graduate students had significantly better academic performance than high-test-anxious girl graduate students, but there were no significant differences in academic results between low- and high-test-anxious boy graduate students. Girl undergraduates had considerably higher test anxiety and higher academic results than their boy counterparts. Again girl graduate students had notably higher test anxiety and higher academic results than boy graduate students.

Carrie S. Hurst*, Lisa E. Baranikand and Francis Daniel; College Student Stressors: A Review of the Qualitative Research (2012)

Here a total of 40 qualitative research reviews relating to the college student stressors have been analysed and decoded. These studies utilized a variety of
qualitative methods to examine stressors relating to relationships, inavailibilty of resources, academics, the surroundings, opportunity, multiplicity, transitions and other stressors. Relationship stressors were the most commonly reported theme and included stress related with family, romance, peer and faculty associations. This review contributed to the stress literature by synthesizing and identifying the trends in the qualitative student stress research.

2.2. NATIONAL REVIEWS:


Objectives:

- to construct a standardized scale for testing anxiety of the students of secondary level.
- to study the relation between anxiety and other variables such as gender, area, and size of family.

Sample: The sample consisted of 3630 students selected randomly from each class VIII, IX, and X.

Findings:

- There is no relationship between age and anxiety.
- There is no significant difference among girls of class VIII, IX and X.
- Boys of class VIII and IX shows high anxiety level than class X.
There is no significant difference among girls of Urban and Rural.

It is found that anxiety level of girls is higher than boys.

The study reveals that anxiety level of rural boys is higher than urban boys.

The upper socio economic group show lower level of anxiety than lower socio economic group.

It is found that anxiety adversely affects performance.

Students from large family show more anxiety than small family.


The purpose of the investigation was to explore the realms of anxiety and achievement motivation and it find out the relationship between them with respect to sex, academic achievement and economic status. The sample consists of 360 students (180 boys and 180 girls) randomly drawn from classes ix and x. Personality Inventory by Dutta was used for the assessment of anxiety and sentence completion test by Mukharjee was used for the measurement of achievement motivation.

The main findings of the study were

- The low anxiety group had higher mean achievement motivation than the high quality group but the differences were not statically significant.
- Girls were significantly were more anxious than boys.
- Boys were more achievement motivated than girls.
• In the case of boys there was negative relationship between anxiety and achievement motivation.
• Students from higher socio-economic classes should lower level of anxiety.
• Student having higher academic achievement showed lower level of anxiety.
• Co-relation between anxiety and achievement in case of the group having low academic achievement was negative irrespective of socio-economic status.
• In case of low economic status and upper academic motivation the co-relation between anxiety and achievement motivation was negative.
• Again in case of low economic status and middle academic motivation the co-relation between anxiety and achievement motivation was positive.

**Rao (1978):** Rao attempted to study the general wellbeing and distress. He administered GHQ- General Health Questionnaire (Goldberg 1972) on 428 students within the age of 13-16 years. 89 among them scored 13 or above and 84 were identified as neurotic cases. The study indicated that 19.62% showed neurotic trouble (18.8% boys and 22.8% girls) of these cases 47 were detected with depression, 21 with Anxiety, 8 had psychogenic headache and 7 had problem of lack of concentration and dizziness. One of the student was found to be schizophrenic. Each of the above 89 students were independently examined in a clinical interview by a psychiatrist and his result tallied with the GHQ split up on various clinical categories.

**Chaudhary (1979):** Chaudhary in an attempts to categories the psychological problem under various areas. He studied 100 university students
attending students counseling center. The tool of measurement was clinical interview. The results were found that 57% of them showed somatic problems of one type or another. Only 3% had pure physical problems. The categories which he chose were scholastic adjustment, poignant adjustment, sexual adjustment and miscellaneous. Analysis of results showed 28 students had acute emotional problem and required treatment. The rest 78% were had counseling sessions.

**Krishnan and Sathyendra (1979):** Krishnan and Sathyendra took a group of disturbed boys and a comparable group of 67 adjusted boys ranging in age of 14 to 18 years. The 58 emotionally disturbed boys were chosen from among those who had sought counseling because of their emotional problem. The group of 67 adjusted boys was drawn from 200 students at random. Both the groups were matched in terms of mean chronological age, education and place of residence. The following test were administered to both the groups: (1) Eysenck Personality inventory : (2) Comprehensive Anxiety Test (3) Security insecurity inventory.(4) sentence completion test: (5) choice Dilemma Questionnaire and (6) Bells adjustment inventory. Individual testing was conducted with psychologically disturbed persons and group testing was conducted with the normal group. The results clearly indicated that the emotionally disturbed groups were found to be more, anxious and insecure and poorly adjusted in Family, Emotional and Physical conditions and also in Social area.

**Satappan and Kuppan (1980):** A comparative study of adjustment pattern of post graduate arts and science students was done by Satappan and Kuppan. They took 50 students each and administered Saxena Adjustment Inventory. It measures
general adjustment and adjustment in 5 specific areas namely Home, Health, Emotions, Social and college life. Arts Students were found to be better adjusted both generally and socially than science students. Results further suggested that frustration with social activities, relationship with the opposite sex, worry about the success and failure of examinations, lodging problems, fear of wrong professional choice and apprehension about the future were all constant factors of anxiety and depression levels. The levels of stressful experiences varied significantly from the adolescence to adulthood. During the adolescent period, students had issues especially concerning their new environment, but when they adapted to the new environment educational problems started to crop up. The findings provide information regarding the various factors of stress in students during the years of study at university. Awareness of stress and depression existing among young people and of its causes can give adults ideas for solving such problems.

BHARATHI V.V. anxiety elementary school children..a study of some selected antecedent and consequent behavioral co-relates .Ph. D. home science SVU 1980: The main purpose of the study was to assess, qualitatively and quantitatively, the main and the interactional effects of demographic and social class variables, parental attitudes, intra- familiar dynamics and structure, on anxiety levels measured by a standard instrument. The demographic variables included age, sex and social class. The intra family variables included family structure, tension balance between parents and parental attitudes. The consequent behavioral co-relates including fears and dreams, speech and language functions.
The samples of 300 children (boys and girls) in the age group of 5 to 7 years were drawn from a population of children of Tirupati elementary schools.

Tools used were: CMAS, Socio- Economic Status Scale (URBAN), Family Structure Tension Balance questionnaire, Parental Attitude Research Instrument (PARI).

The important findings were:

- Anxiety depends upon the combined influence of both demographic and social variables.
- Type of family structure and tension is found to be a crucial variable.
- Some parental attitudes is strongly associated with anxiety.
- The relation between dream and anxiety is not established.
- It is found that high anxiety affects speech.
- High anxiety also affects language expression.

**Qureshi A.N. A study of creativity in relation to intelligence, manifest anxiety and level of aspiration of High school girls. Ph.D.Psy, Agra University 1980.**

Objectives:

- How and at what level of intelligence, manifest anxiety and level of aspiration are related to creativity.
- How much and in what way intelligence, manifest anxiety and level of aspiration are related to creativity.
- Creativity as related to anxiety and level of aspiration.
Sample: 300 girls of high school and intermediate classes were selected.

Statistical techniques used: ANOVA, Co-efficient of Correlation.

Tools: Test of Creativity (Mehdi)
- Group test of Mental Ability (Jalota)
- STAT (Hindi adaptation by Sharma and Sinha)
- Level of Aspiration Inventory (Patel)

Findings:
- Intelligence, manifest anxiety and aspiration appear to be positively correlated to creativity.
- Anxiety appear to be positively co-related to creativity.
- Aspiration is somewhat co-related with creativity.
- Anxiety and creativity is independently related.

The influence of anxiety on academic performance has been well documented by a number of investigators (Deffenbacher, 1980; Sarason, 1986; Sarason and Sarason, 1990). Sharma and Rao (1984) conducted a study on “test anxiety research in India”, reported that academic performance is negatively influenced by test anxiety, while general anxiety appears to be less predictive of such a goal attainment.
The main objective of the study was to measure the effect of achievement-oriented tension and anxiety-related tension on academic performance in a school situation. Achievement-oriented tension was studied in terms of achievement-motivation at the conscious level and at the fantasy level. Anxiety-related tension was studied in terms of general anxiety in an overall manner, test anxiety specific to the evaluative situation and examination situation. The influence of failure on goal performance involving risk was studied under experimental conditions.

The Rao achievement motivation test, Sarason’s test anxiety scale general anxiety scale and Rotter’s level of aspiration board were the standard tests used in the study. The investigator developed and used the following tools: a goal fantasy test consisting of five pictures, each followed by a statement; an examination fear test consisting of five incomplete statements, each followed by alternatives to choose from; a risk board similar to Rotter’s aspiration board but functionally different from it, a goal gadget, and an electronic decide to provide the experience of success or failure and to measure the effect of these on the goal performance. Academic performance was studied with reference to terminal and the annual examination marks. The sample (N-460) was drawn from the boys in schools in Madras city adopting the random sampling technique. Critical ratio, analysis of variance, and product moment correlation were used to test the hypotheses.
The main findings were: 1. Achievement motivation tension measured by achievement motivation at conscious and fantasy levels had a facilitating effect on academic performance. 2. Achievement motivation measured at the conscious level alone had shown a positive effect on risk performance. 3. Anxiety related tension had a negative influence on academic performance. 4. General anxiety did not show any influence on academic performance. 5. Test anxiety was related to risk performance negatively. 6. Examination fear was not related to risk performance.

The implications of the results were

- Learning situation should utilize the advantages and avoid the disadvantages of anxiety.
- Students may be taught failure tolerance and to overcome fearing school situations.
- Teacher should be careful in labeling a student a failure since it may debilitating influence on the performance of the student.

Singh and Asha (1984) conducted a study on “Neuroticism, anxiety and academic achievement”. The sample consisted of 70 boy and 70 girl under graduate students and were administered a Kapoor’s Anxiety scale (1966). Marks obtained in the previous examination were considered as academic achievement. The results showed that more number of high achievers had high anxiety than the low achievers. When the correlation between high achievers and anxiety was calculated, it was found that high achievers had high anxiety.
**Grewal (1985)** conducted a study to find out the effects of socio-economic status on academic achievement of children. The sample consisted of 550 students (355 boys and 200 girls) from 16 higher secondary schools of Bhopal studying in class XI, with model age of 16. SES of parents was assessed by Kuppuswamy’s SES scale. The results revealed that academic performance was influenced by SES of the subjects.

**MOHANTI, C. Effects of state trait anxiety on classroom learning and personal adjustment of elementary school pupils, Ph.D edu. Utkal uni. 1985**

The objectives of the study were:

- to investigate the incidence of state-trait anxiety in elementary school students.
- to explore the relationship between pupil’s anxiety and their adjustment, intelligence and achievement.
- to formulate instructional materials and apply them to reduce pupil-anxiety in the class room and to find out the effects of intervention on anxiety, adjustment, intelligence and achievement.

Tools: an Oriya version of State Trait Anxiety Inventory for Children (STAIC) by Spielberg. And an Oriya version of the General Anxiety Scale for Children (GASC) developed by Sarason.

The findings of the study were:-
- Anxiety scale, A-trait, A-state, GASC and TASC showed a high degree of split-half reliability.

- Children at the elementary level distinctly showed experience in state-trait anxiety.

- There was also the difference between anxiety scores of children at various educational levels.

- It if found that children’s GASC scores were higher than their TASC scores.

- There is no interaction between general and test anxiety and educational level.

- The study shows the anxiety has negative relation with adjustment.

- There is low co-relation between anxiety and intelligence.

- It is found that Anxiety and Achievement is negatively related.

**BA group RINDAR.M.A. Study of General Anxiety and Test Anxiety with reference to the Environmental Factors and Extraversion –Introversion Delhi Students, Ph.D.Edu, Del.U, 1985**

The objectives of the study were (i) to find out the general anxiety level of Delhi students so as to make out how it was affected by environmental factors and extraversion and introversion,(ii) to determine the test – anxiety level of Delhi students and find out how it was affected by environmental factors ,general anxiety
Inventory suitable and useful for the Indian situation, and (v) to study the pattern of anxiety in boys and girls.

The sample of the study consisted of 200 college going students (100 boys and girls) of Delhi University in the age group of 20-25. The subjects were selected and discipline they belonged to. The tools used for collecting data were: (ii) The Dutt Personality Inventory, (ii) The Socio-Economic status Scale, (iii) The self Prepared Text Anxiety Inventory, (iv) The Maudsly personality inventory. The data were analyzed with the help of ANOVA supplemented by the t-test.

The findings of the study were: 1. sex was significantly related to anxiety, both general and test anxiety. 2. Girls exhibited more general anxiety, as well as test anxiety than the boys. 3. These were a positive relationship between general anxiety and test anxiety. 4. Socio-economic status did not play any role in the case of boys, neither on their test anxiety nor on their test anxiety. There was significant difference in general anxiety of very high socio-economic status girls and also between very high socio-economic status girls and also between very high socio-economic status girls and average socio-economic status girls. Test anxiety was also seen to be affected by socio-economic status in case of girls only in case average socio-economic status. The lower the higher was their test anxiety. 5. The interactive effects of socio-economic status and extra version were again not found in the case of boys, neither in general anxiety nor in test anxiety. In case of girls, was the interactive effect observed at average socio-economic status level. These was a significant difference between high socio-economic status introvert girls on general anxiety. On test anxiety, these was no significant difference between high socio-economic status extravert girls and very high socio-economic status introvert girls.
7. These were a significant relationship of between general anxiety and test anxiety of boys. 8. These were a significant relationship between general anxiety and test anxiety of girls.

The sample for the objective consisted of 150 students, 30 each from classes III to VII randomly selected from two primary schools of Sambalpur town.

Sudhir (1989) conducted a study on “Achievement motivation in relation to select personality and socio-educational factors”. The sample consisted of 440 students of classes IX and X selected from 9 high schools. Rao’s achievement motivation scale and test anxiety scale (1989) developed by author were used. The results showed that student with high test anxiety were found to have higher mean score on achievement motivation than those having low test anxiety. The mean difference being statistically significant at 0.05 level indicating that test-anxiety was positively related to achievement motivation.

Fincham (1989) conducted a longitudinal analysis on “Learned helplessness, test anxiety and academic achievement”, where the stability of individual differences in test anxiety and learned helplessness over 2 year period and their relation to concurrent and future school achievement were examined. The sample consisted of 82 children and were administered measures of test anxiety and helplessness in III grade and again in V grade. Results revealed that both test anxiety and helplessness in III grade was related to achievement test scores in the V grade.

Verma (1990) conducted a study to find the effect of anxiety on academic achievement. The sample consisted of 36 high achievers and 69 low achievers.
Academic motivation and test anxiety were measured with the help of the Keele academic motivation questionnaire and test-anxiety inventory. The study revealed that high achievers had significantly greater academic motivation as compared to their low achiever counter parts. However, high achievers and low achievers did not show any significant differences on test anxiety.

Sastry (1990) studied anxiety, sex role orientation and age. The sample selected for the study was from the urban, middle class, individuals in Ahmedabad city. The sample consisted of 200 subjects with the age range of 20-45 years. The results related to age and anxiety revealed that 20 to 30 years age group has a significantly higher anxiety score compared to the 31 to 45 years age group.

Gupta Beena (1992) did her work on “A comparative study of Self Concept, Level of Aspiration, Anxiety and Scholastic achievement of isolated and non isolated Adolescents”. The objective of the study was to compare isolated and non isolated adolescents regarding their self concept, level of aspiration, anxiety and scholastic achievement. The sample comprised 925 students of standard XI of eight intermediate colleges of Agra city. The tools used in the study included Self Concept Test of R.P.Bhatnagar, LOA test developed by Shah and Bhargava, Indian Adaptation of Sarason’s General Anxiety Scale of A. Kumar and a Socio Metric test developed by the investigator.

The major findings of the study were:

- Isolated and non isolated boys differed in feeling of inadequacy and emotional instability.
Isolated boys and isolated girls differed in feeling of inadequacy.

Non-isolated boys and girls differed in withdrawing tendency and emotional instability.

Mishra (1992) conducted a study on “Adjustment, self-concept, test anxiety and desirable study habits: as predictors of academic achievement”. The sample consisted of 88 boys selected from 3 different schools and was administered test anxiety scale. The results showed that academic achievement was associated with test anxiety and 80-85 per cent of achievement was due to test anxiety, self-concept and study habits.

Vijaylaxmi and Natesan (1992) conducted a study on factors influencing academic achievement. The sample comprised of 100 students studying in XI standard of Coimbatore city. To study the socio-economic status of the subjects, Vendal’s (1981) socio economic status scale was used. To assess academic achievement of the subjects, the total marks obtained in quarterly and half yearly examination was taken. Findings showed that girls had a higher mean academic achievement compared to boys. On an average, girls had greater achievement motivation than boys.

Roy and Roy (1994) conducted a study to find the interaction effects between mathematics preferences, trait anxiety in mathematics achievement. The sample consisted of 126 eighth grade girls. Speilberger’s trait anxiety inventory was used to measure trait anxiety. Results revealed significant interaction effect of both variables on mathematics achievement. Trait anxiety inhibits mathematics
achievement score of low mathematics preference group and facilitates mathematics
achievement score for high and moderate preference groups.

**Dr. Dhyani Rachana and Dr. Neeta Agarwal (2001): Anxiety and Its
Effect on Academic Achievement of Adolescent Boys and Girls of Non Working
Women - A Comparative Study. The objectives of the study were:**

- To find out the Anxiety level of Adolescent Boys of nonworking women and
  theirs Academic Achievement.
- To find out the Anxiety level of Adolescent Girls of non working women
  and theirs Academic Achievement.
- To find out High, Average and low Anxiety level and theirs effect on
  Academic Achievement of Adolescent Boys of non working women.
- To find out High, Average and low Anxiety level and theirs effect on
  Academic Achievement of Adolescent Girls of nonworking women.
- To find out correlation between Anxiety and academic achievement.

**The Sample of the study were:**

The researchers selected 80 Boys and 80 Girls of 160 nonworking women
from 31 schools (16 Boys and 16 Girls) of Kanpur city by stratified random
sampling method.

**Tools :**

To measure the Anxiety the standardized test (I.P.A.T.) by Dr. S.D. Kapoor
was used, it has 40 items of Anxiety. In order to know the Academic Achievement
of students High School Marksheet has been used on the basis of marks. Academic achievement and Anxiety of each student has been calculated.

The findings were:

- There is no significant difference in Anxiety between Boys and Girls of nonworking women.

- There is significant difference in Academic Achievement between Boys and Girls of nonworking women. Boys are better score compare to Girls in Achievement.

- There is significant difference in High Anxiety level between Boys and Girls of nonworking women. Girls are high score in High Anxiety level compare to Boys.

- There is significant difference on 0.05 level in Average Anxiety level between Boys and Girls of nonworking women. Girls are high score in Average Anxiety level compare to Boys.

- There is no significant difference in Low Anxiety level between Boys and Girls of nonworking women.

- There is no significant difference on Academic Achievement in High Anxiety level between Boys and Girls of nonworking women.

- There is significant difference on Academic Achievement in average Anxiety level between Boys and Girls of nonworking women. Boys are
better score in Academic Achievement on Average Anxiety level compare to girls.

- There is significant difference on Academic Achievement in Low Anxiety level between Boys and Girls of nonworking women. Boys are better in Academic Achievement on Low Anxiety level compare to girls.

- There is negative correlation between Anxiety and Academic Achievement of Boys and Girls of nonworking women.

**Muris (2001)** conducted a study on anxiety and depression as correlates of self reported behavioural inhibition in normal adolescents where they examined the relationship between self-reported behavioural inhibition, anxiety and depression symptoms in a large sample of adolescents aged 12-18 years. Correlation analysis reported higher levels of behavioural inhibition, depression and anxiety symptoms were observed among girls than boys.

**Suneetha and Mayuri (2001)** conducted a study on age and gender differences on the factors affecting high academic achievement. The sample consisted of 120 children of IX and X grades of Hyderabad city. Malin’s intelligence scale for Indian children, study habit inventory, multidimensional assessment of personality inventory were administered on the sample. Results revealed the significant differences among the four age groups (12 +, 13 +, 14 + and 15 +) in creativity, morality dimensions of MAP series and also in study habits, intelligence
and academic achievement. The studies showed that scholastic achievement of the students increased with the age.

Sud and Prabha (2003) conducted a study on “Academic performance in relation to perfectionism, test procrastination and test anxiety of high school children” The study was conducted on 200 boys and 200 girls of high school from the city of Shimla. Perfectionism was measured by using positive and negative perfectionism scale of Slade and Dewey and test procrastination was measured by using Mamta’s test-pro procrastination questionnaire. Sud and Sud’s test anxiety inventory was used to measure test anxiety. Correlational analysis revealed that academic performance was significantly and negatively related to self-oriented perfectionism, procrastination, test anxiety, worry and emotionality.

Prabhabati Devi (2006) conducted a study to find out the anxiety level among college going students. 120 boys and girls from Imphal and Jorhat town were selected for the study. Manifest anxiety scale was administered. Results showed that maximum of the college going students had low anxiety level and there were significant sex differences in the anxiety level, with girls obtaining more mean anxiety scores than boys.

Sud and Sujata (2006) conducted a study on academic performance in relation to self-handicapping test anxiety and study habits of high school children. The sample consisted of 200 children from government senior secondary school of Shimla city. Self handicapping questionnaire (Sujata, 2003) and Palsane’s study habit inventory were administered to assess children’s self - handicappness and
study habits respectively. To assess the anxiety level, Sud and Sud’s test anxiety inventory was administered. Findings showed that self-handicapping and anxiety have adverse influence on academic performance of school children. The above reviewed studies showed that anxiety has an adverse affects on scholastic achievement of the children.

**Das, A (2007)** found significant association between emotional intelligence and stress, emotional intelligence and academic achievement of the M.Ed students.

**Maharaja ,N. and Sharma,S. (2008)** found that the girls educational anxiety was found to be higher than that of the boys. The reason could be that now a days girls are becoming more and more career oriented.

**Kaur, Tejinder, and Kumar, Prerna(2008)** in a study “ Gender difference in Adolescents’mental stress” conducted on college going girls and boys and found that mental stress level of girls to be much higher than the stress level of boys. The mean and standard deviation of boys were found to be 28.38 and 11.57 respectively which were 40.87 and 13.78 in case of girls. the obtained “t” value was highly significant at 0.01 level of significance. The study concluded by saying that girls stress level was found to be higher than their boy counterpart.

**Kumaraswamy Narasappa. (2012) : Academic Stress, Anxiety and Depression among College Students- A Brief Review.**

Abstract : This paper briefly describes the research carried out in the last 3 decades especially regarding stress, anxiety & depression. Stress among the college students, character of psychiatric morbidity, emotional problems and adjustment,
psychological problems of college students were the main focal point of the study. Emphasizing how counseling will help students with emotional problems and also suggested preventive measures to be taken by colleges such as setting up student counseling centers, create awareness among college students in seeking help with counseling centers. It is also suggested to have mentor mentee programme compulsorily on all colleges. Student health committee should be formed in all the colleges with mental health professionals as its core members. There should be customary seminar & workshop for teachers & college students on various issues of psychological problems and its related mechanisms.

2.3. REGIONAL REVIEWS:

Baruah, Awanti (1975) in the dissertation “A study of the students’ academic achievement at lower secondary stage in boys and girls in high school located in and around Jorhat town” found that performance of girls was significantly higher than that of boys at lower secondary stage as a whole.

Das, Harinaranyan (1992) conducted “A comparative study of academic achievement of students of some secondary schools located in and around Nalbari town on the basis of physical facilities, sex and location” and found that academic achievement of boys were better than girls. Rural boys are academically better than that of rural girls and urban boys were significantly better achievers than rural boys and rural and urban girls were almost similar in academic performance

Bailing, Mouchumi (2002) in the dissertation “Achievement value among adolescents in relation to age and sex” found that girl adolescents showed high value
related achievement in comparison to boys. It has been found that boy adolescents scored higher on task related activities in comparison to girl adolescents. No significant difference is found in the achievement related activities among boy and girls.

**Das, P. Bhabani (2004)** conducted a research on “a trend analysis of Academic Progress among students in High School Leaving Certificate (H.S.L.C) Examination under SEBA Board in Guwahati from 2002-2004”. The key objectives of the study were 1) to know the trend of academic results of students of Greater Guwahati in HSLC Examination of SEBA during last 3years (2002-2004) and 2) to analyse academic achievement of students in the last three years HSLC Examination with respect to school management (Government, Private, Provincialized), Types of School (Single Sex and co-educational), Boy and Girl Principals and Medium of Instruction.

Researcher revealed in the study that government schools perform best in Academic Achievement. Again the private schools are found better than the aided school in the same context. Excellent academic progress is observed in the schools having English medium (pass percentage 95.72) followed by Assamese medium (60.28 %) and Bengali medium (57.73%).

**Das, Alaka (2012)** in her study “a study on emotional intelligence in relation to creativity, stress and academic achievement at B.Ed level” made an attempt to examine the relation of emotional intelligence of B.Ed students with creativity, stress and academic achievement. The sample of the study included 500 B.Ed
students from Kamrup District of Assam. The major findings are i) the study shows that Emotional Intelligence, Creativity and Academic Achievement of B.Ed students are indifferent to differences of sexes, area, age, management of institution whereas Stress of B.Ed students differ by their sex, age, area, academic background, and teaching experience.

**Samad Md. Abdul (2013)** in his study “A study of the effect of academic climate on the students’ adjustment and academic achievement of provincialized secondary schools of Darrang district of Assam.” restricted his research to 60 boys and 60 girls from 16 provincialised secondary schools comprising of both 120 urban and 120 rural students.

The tools of data collection used were- Academic Climate Description Questionnaire (ACDQ) Developed by Shah M.L And Shah A. ; Adjustment Inventory for School Students (AISS) by Singh A.K.P and Singh R.P; and Academic Achievement Data Sheet.

The findings of the study are:

a) Provincialized secondary schools of Darrang district show an average academic climate.

b) The academic climate of Urban schools were found to be better than Rural schools.

c) The Urban schools are found to be having better academic provisions than the Rural schools.
d) It is found that positive school climate is related to fewer emotional and behavioural problems.

e) Boy and girl students do not differ in their adjustment.

f) The results indicate that high score in academic climate tend to accompany high scores in academic achievement.

**Chutia Kumar Manuj (2013)** made a study on “Gender Difference On Academic Achievement in CBSC 10TH Class Examination in Greater Guwahati ”. The study was conducted on 41 boys and 26 girls from Kendriya Vidyalayas, 113 boys and 70 girls from private schools. The tools administered are- Questionnaire of Conducting Examination, Upadhyay Saxena Social-Economic Status Scale (USSESS) and Students’ Perception Questionnaire (SPQ).

The major findings are:

- The pass percentage of girls is found to be better in comparision to their boys counterparts.
- Positive and significant co-efficient correlation has been observed between academic achievement and socio-economic status.
- Favourable opinion has been observed from both boys and girls on study habit, sincerity, attitude, motivation and adjustment as factors related to academic achievement.

**Kalita. Utpal (2013)** conducted a study on “academic performance in relation to institutional facilities and career expectations of Mishing students”. The
tools of data collection used by the investigator are- Questionnaire and Occupational aspiration scale. The major findings are: a) Mishing students in general have average level of academic performance. b) Mishing boys perform better than Mishing girls in both Jorhat and Lakhimpur district. c) Academic performance of Mishing students is significantly different in case of Jorhat and Lakhimpur district of Assam.

2.4. RESUME:

After reviewing different studies in the areas of Anxiety, Security and Academic Achievement conducted at regional, national and international level, the investigator feels that the present research work is justified on the ground that in our country (India) and specially in our state (Assam), not many studies have been conducted pertaining to these areas. The investigator through the reviews of related literature found that different studies has been conducted on academic achievement, anxiety and feeling of security of the students at different levels of education pertaining to location, gender, age, types of schools, creativity, institutional facilities, career expectations, economic status, personal adjustment, environmental factors etc. But no study has been undertaken in Kamrup District of Assam regarding the relationship between Anxiety, Security and Academic Achievement at the Higher Secondary stage of education.

Higher secondary stage is the crunch time for the students as this is regarded as the life altering exam. It tests not only their intelligence, but some other important attributes like patience, confidence and determination. Cracking this exam with success is believed to open new doors of opportunities and endless probabilities.
Therefore the students appearing in this exam is sure to fall easy prey to anxiety and insecurity. They start doubting their own caliber and due to the stress to perform well they end up messing up everything. Hence the influence of Anxiety, feeling of Security on Academic Achievement is an aspect of education that needs to be addressed with urgent importance. For this the family, school and society must form a web and work in collaboration with each other.

The review of related studies collected by the investigator for the present study has been divided into three parts International, National and Regional. The International Reviews contains studies from 1932 to 2012, total number being 10 reviews. National Reviews contains studies from 1976 to 2013, total number being 31 reviews and the Regional Reviews contains studies from 1975 to 2013, total number being 8 reviews.