CHAPTER I

THE PROBLEM

1.0 Introduction

1.1 Conceptual Background of the Study
   1.1.1 Factors affecting Academic Achievement
   1.1.2 Academic Anxiety and Academic Achievement
   1.1.3 Academic Motivation and Academic Achievement
   1.1.4 Profile of Assam
   1.1.5 Educational Scenario in Assam

1.2 Need and Justification of the Study

1.3 Statement of the Problem

1.4 Operational Definition of the Key Terms Used

1.5 Objectives of the Study

1.6 Hypotheses of the Study

1.7 Delimitation of the Study
1.0 INTRODUCTION

Human beings are naturally motivated to learn and to achieve. All human actions are directed towards the achievement of a particular goal. A baby’s struggles to reach for a toy, to learn to walk or talk are examples of natural motivation to learn. But this natural motivation of human beings to achieve their goals is hampered by a lot of hurdles and contradictions, which demotivates them and makes them anxious and frustrated.

In the academic context too, children are naturally motivated to school-related activities such as reading and writing. But something gets in the way of their natural motivation and that affects their academic performance. They believe that they cannot do well in school-related task, becomes easily frustrated and gives up when learning is difficult (Brown & Keith, 1998). Thus, the academic performance which is of paramount importance in a student’s life is affected by number of factors and which hampers in drawing out the true potential in them.

The school is a formal agency of education and all the activities that take place in the school are evaluated through the academic performance of the students. Academic Achievement of the students is the end result of all the academic endeavours that has taken place in the school with the collective responsibilities of the teachers, principals, administrators and parents. The achievements of each student is assessed by the percentage of marks obtained by him/her at the end of an academic year and are denoted as high-achievers, average-achievers and low-achievers. Quality of academic performance has become the key factor for personal progress. Parents desire that their children climb the ladder of academic performance to as high a level as possible. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavours (Padma, 1988). Moreover, these expectations of parents and school authorities also put a lot of pressure on children for higher achievement as a result of which children

---

start suffering from academic anxiety and these continuous situations of stress and anxiety demotivates them towards their academics.

1.1. CONCEPTUAL BACKGROUND OF THE STUDY

In the present day world with the advent of knowledge explosion and population explosion, there is more and more demand for the up-coming generations to improve their skills and proficiencies. And these skills and proficiencies of the pupils can be evaluated through their achievement in schools. The effectiveness of any educational system is gauged to the extent the pupils involved in the system achieve, whether it is in cognitive, conative or psychomotor domains. In general terms, achievement refers to the scholastic or academic achievement of the students at the end of an educational programme (Anand & Padma, 1983). But there are a host of factors that affects the academic achievement of a child like personality variables, curricular variables, school and teacher variables, home environment variables, societal variables and so on. This has lead to interest and curiosity among the educationists, teachers and others to investigate into these factors that hampers in the child’s performance. And these research studies have been very fruitful in promoting achievement and also removing the deterrents.

The various factors may either lead to academic achievement or academic underachievement among the students. Deka (1989) observes that while considering the factors of school achievement one possibly ignores those aspects in which individuals differ from one another. If we consider a group of students, a few students are found to be high achievers on one hand, and a few are low achievers on the other, while a sizable number of students always appear as moderate achievers. The question arises why such a difference in achievement appears when the schools provide more or less uniform instructional and environmental facilities? Is this difference due to certain psychological factors? Does this difference depend upon inherent qualities? Or is there any single factor or host of factors which account for all differences in scholastic achievement?. Thapa et al. (2008) states that failure to

---

realize their academic potential is estimated to occur in at least 25 percent of school children. Academic underachievement is a disparity between capacity and performance in which students receive lower grades than they are intellectually capable of learning. Underachievers are students of average or better intelligence who show unexpectedly poor performance in their schoolwork. Young people who are unable or unwilling to utilise their intellectual potential typically squander educational and occupational attainments that would otherwise be within their grasp. This constitutes a waste of youthful potential and is therefore a serious social problem. Vamadevappa (2002) states that while discussing the achievement of students, the Education Commission (1964-66) observes that the problem of academic underachievement is of great concern to a developing country like India. Extraordinary talent unidentified, undeveloped and unexplored is a tremendous waste. The commission has also mentioned the need for diagnosing the causes of low achievement, which hinders the underachievers in coming up to the level of their full potential abilities and then to provide remedial treatment.

1.1.1 FACTORS AFFECTING ACADEMIC ACHIEVEMENT

Researchers have identified a large number of variables that affects the academic achievement of students. Review studies conducted on academic achievement by researchers’ have identified around 138 variables significantly related to school performance (Huitt et al, 2009). The factors that affect academic achievement or academic underachievement may be broadly categorised under two heads:

A. Cognitive factors

B. Non-Cognitive factors

---

A. Cognitive factors

In its simplest form cognition is the act of knowing which refers to all thinking processes operating under the umbrella of brain functioning (Yadav, 1989\(^5\)). Cognitive factors involve the mental ability that assesses a person’s capacity for clear thinking and observation and is a major component of intelligence (Mohapatra et al. 1989\(^9\)). Some psychologist defined it as merely awareness whereas Guilford defined it broadly to include all higher mental processes like perception, thinking, attention, reasoning, language, problem solving, creativity and memory.

The cognitive factors plays a very important role in enhancing the academic performance of a child since it involves the mental processes of intelligence, reasoning, problem-solving, thinking and even scholastic aptitude. A child who makes proper utilization of these higher mental processes will be able to learn better in his or her school subjects, retain the learnt contents for a longer period of time and hence his or her performance will be better. The cognitive process will also help the child not to take resort to rote learning, but learning will take place with reasoning and comprehension.

There are empirical evidences for a strong association between cognitive abilities and academic achievement. Binet-Simon and Terman made investigations taking their intelligence test as predictors of Academic achievement. Since then continuous efforts have been made to correlate students’ mental ability with their achievement and the reports have shown positive relationship with academic performance of students. Intelligent pupils could learn more quickly, retain for longer period of time, perform better in all academic affairs and so could obtain high positions in their classes compared to the less intelligent pupils (Deka, 1989\(^10\)). In a study by Singh (1983), the mental abilities, namely, numerical ability, reasoning ability, memory and symbolic representations indicated a positive influence on achievement. Studies by Chhikara(1985) and Tiwari (1986) also arrived at positive relationship between reasoning abilities and achievement.

---


B. Non-Cognitive factors

The academic achievement of an individual is influenced not only by cognitive factors but by several non-cognitive aspects of his personality. The non-cognitive factors affecting academic achievement may include psychological factors like emotional immaturity, anxiety, motivation and interest, self-concept, study habits, socio-economic background, various personality factors etc. Siddiqui et al. (1983) states that the general belief is that if the child is intelligent, he or she should perform well at school but they forget that the child is aggregate of other psychosocial factors interacting in the development of the personality of the child which promote or demote child’s achievement at school. Many empirical studies have shown that children of superior intelligence are under-achievers, while some children with average intelligence achieve more than what is expected from them. Some studies have reported that a sizeable number of gifted children were found to be under-achievers in school (Deka, 1989). A search for the causes of these variations in academic performance of the students led to the consideration of non-cognitive factors.

The non-cognitive factors are important because it is associated with individuals’ full development, and as such should be nurtured and developed for its own sake. Several studies affirm the association between non-cognitive factors and academic performance. Academic performance as measured by grades or test-scores reflects not only knowledge of academic contents but also other important non-cognitive factors like academic behaviours, attitudes and strategies that are critical for success in school and in later life (Garcia, 2014). Non-cognitive attributes help the students to function effectively within the school setting. These attributes begin to develop throughout childhood and adolescence and are described as being the skills and characteristics that reflect an individual’s personality, motivational habits and attitudes. If fostered and developed from an early life stage, these attributes can

---

serve an important function and may be utilized to help improve cognitive development and achievement (Rosen et al., 2010\textsuperscript{14}).

Hence, researchers are beginning to focus on both cognitive and non-cognitive factors each of which can contribute to the learning process and performance of the child. For a satisfactory performance, a certain amount of intelligence or scholastic aptitude necessary for academic achievement must be possessed by the child along with some non-cognitive variables. More the favourable such non-cognitive variables, higher will be the academic attainment (Deka, 1989\textsuperscript{15}) So, it is very important for the teacher to take into account the psychological makeup of a child. Some might have better knowledge and motivation, while some are extremely anxious when they have to solve problems and their anxieties can impede their performance during examination.

1.1.2 **Academic Anxiety and Academic Achievement**

The word anxiety is derived from the latin word, ‘anxietas’ (to choke, throttle, trouble, upset) and encompasses behavioural, affective and cognitive response to perception of danger. Anxiety is normal human emotion. In moderation, anxiety stimulates an anticipated and adaptive response to challenging or stressful event. In excess, anxiety destabilizes and hinders the performance of an individual. Psychologists often make a distinction between trait anxiety and state anxiety. Trait anxiety is viewed as a relatively enduring disposition to be anxious in many different situations. State anxiety is the anxiety an individual experiences in a specific situation at a specific time. Freud distinguished between objective anxiety and neurotic anxiety. The first is directed toward some specific object while the second has an element of fear without a recognizable cause.

Academic Anxiety is a situation-specific form of anxiety related to the educational contexts. Academic Anxiety encompasses not only test anxiety, but also anxiety about certain educational subjects in general. For instance, anxiety has been observed in students taking math, reading, science and foreign language classes

\begin{itemize}
\end{itemize}
The Problem

It is a kind of anxiety which relates to the imminent danger from the environment of the educational institutions together with teacher and certain subjects like Mathematics, English, and Science etc. It is a mental sensitivity of uneasiness or distress in response to school or college circumstances that is perceived negatively. According to O’Connor (2008), the feeling of being distressed, fearful, or stressed out as a result of school pressure is called academic anxiety.

Academic Anxiety is a common issue that students cannot ignore if they want to achieve academic success in school. If academic anxiety is not properly addressed, it can have many serious, severe and long lasting consequences such as causing a student to start hating a subject or a teacher, procrastinate, tell lies to parents, perform poorly on school work, absent classes to pursue activities that interest him and withdraw from socializing from peers or friends and may recoil into his own cocoon and drop school (Mahato & Jangir, 2012). It also leads to problems concentrating while studying and remembering information while completing tests, which make the student, feel helpless and like a failure. In a study by Deb et al. (2015), 66% of the students were reported feeling pressure from their parents for better academic performance. According to U.S Department of Education (2006), 61% of all students reported being affected by academic anxiety. The study found a strong negative relationship between academic anxiety and test performance.

A student who is troubled by anxiety may feel powerless to cope with the demands being made on him by his teachers and consequently feels that whatever success results from his attempts at learning is more a matter of chance than the amount of effort he has invested. The unwillingness to elevate one’s aspirations-to expect the best of oneself-may be due to anxieties about failure. We expect individuals to strive for ever higher levels of self-improvement, but we also are extremely critical of failure. Thus the inadequate student is in a “double mind”; if he

attempts to achieve more, he runs the risk that he may fail and thus be disgraced; if he makes no attempt to achieve, he violates the ethic that requires constant self-improvement. In the long run, the learning situation seems bound to produce anxiety no matter what the learner does (Lindgren, 1967). Children who are troubled by an over-abundance of anxiety have difficulty in making progress in learning task. For example, a student who takes an examination in a state of heightened anxiety is likely to misinterpret or misread test questions, forget important facts, and produce a test paper that does not reflect his true level of competence or ability.

High-anxious students are self-disparaging, are unadventurous, possess more negative personality characteristics and have a strong tendency to indulge in daydreams. Classmates appear to react unfavourably against the high anxious, while teachers, see them as possessing characteristics as negative and unfavourable. Some educational psychologists see one of the primary roles of the skilful teacher, especially in the elementary and secondary school years, as being to promote and sustain positive self-concept in the child. If high anxiety interferes with academic achievement, and if teachers are unable to identify the high-anxious child and takes steps to promote a more positive self-concept, then it seems unlikely that the anxious child will achieve a positive sense of identity, a goal which many psychologist see as being necessary for successful personality development in childhood and adolescence (Gaudry & Spielberger, 1971). Research shows that high anxiety is associated with relatively low performance at both the school and university level. This conclusion is based on the negative correlations that were obtained in a number of studies between different measures of anxiety and a variety of measures of academic aptitude and achievement.

1.3 Academic Motivation and Academic Achievement

Motivation is the driving force behind human actions. It explains the ‘why’ of human behaviour and actions. Motivation is very significant in all phases of education and learning. A well-motivated child is highly attentive; he takes to his work whole heartedly and achieves maximum success in the activity. In every action of human being which seeks to realize a goal, motivation plays an important role. It

---

is therefore important, wherever learning is taking place, it should be ensured that it is properly motivated (Bhatnagar, 1995).

Motivation is a very complex phenomenon which is influenced by multiple variables within the organism and in the environment (Barik & Naik, 2014). In the Academic context too, a sound motivational programme implies greater academic competence, to the extent that properly motivated students can profit from their learning experiences to a greater extent than indifferent or overanxious pupils.

Academic motivation refers to the cause of behaviours that are related to academic functioning and success, such as how much effort students put forth, how effectively they regulate their work, which endeavours they choose to pursue and how persistent they are (Usher & Morris, 2012). Academic Motivation is the driving force behind student’s motivation to learn. It is the need and desire to excel in academic work. According to the Self-Determination Theory of Deci and Ryan (2002), academic motivation is multidimensional in nature consisting of three types of motivation: intrinsic motivation, extrinsic motivation and amotivation. Academic Motivation is a more specific personality trait than achievement motivation. Achievement motivation tends to ask general thing towards the need to success or avoid failure. On the other hand, Academic Motivation tends to ask more specific questions about academic work toward relative to the level of the students. Children with similar abilities differ in school attainment and these differences are due to their determination to succeed. Thus, children’s classroom performance is affected by motivation, which comes to acquire great significance for understanding and predicting children’s achievement (Srivastava, 1982).

Research shows that one of the most prominent academic problems plaguing today’s teenage youth is a lack of motivation towards academic activities. Lack of Academic Motivation can lead to feelings of frustration and discontentment and can encumber productivity and well-being. Although academic motivation has received much conceptual and empirical focus, the fact remains that an abundance of high

---

school students lack academic motivation (Snyder & Hoffman, 2002\(^\text{26}\)). Lack of Motivation is a real and pressing problem. 40% of high school students are chronically disengaged from school, according to a National Research Council report on motivation. Poor motivation and academic failure are problems that continue to plague large numbers of children in primary and secondary schools. For students to realize their academic potential, they must be motivated to work hard on their studies. Young people who do well in school are interested in learning, they feel good about receiving high marks and they see a clear relationship between achieving in school and realizing such long-range goals as getting into college or qualifying for a particular kind of job (Thapa et al. 2008\(^\text{27}\)).

Students self-concept of ability has been identified as a defining factor in Academic Motivation. So, if students have low self-concept and ability beliefs will be amotivated towards academics. Students seem to be amotivated in school for four distinct classes of reasons: lack of belief in their ability, lack of belief in their effort capacity, unappealing characteristics of the academic task, and finally lack of value placed on the task (Pelletier et al. 2006\(^\text{28}\)). Wright (2012\(^\text{29}\)) observes that the student is unmotivated because he/she cannot do the assigned work, classroom instruction does not engage, low self-efficacy, lack of confidence that he/she can do the assigned work and lacks a positive relationship with the teacher.

1.1.4 Profile of Assam

Assam, situated in the north-eastern part of India, is a state where there is a beautiful blending of culture of different races of people inhabiting it. The state is surrounded by Arunachal Pradesh in the north; Meghalaya and Mizoram in the south; Nagaland and Manipur in the east and Tripura and West Bengal in the west. The international boundary with the neighbouring countries of Bhutan and Bangladesh also skirts the state in the east and west. The mighty river Brahmaputra, which originates in Tibet, is the life-source of the flat, fertile valley of Assam (Ali,

---


The geographical area of the state is 78,438 sq.km of which 98.4 percent area is rural. Assam shares about 2.4 percent of the country’s total geographical area and provides shelter to 2.6 percent population of the country (Economic Survey, Assam 2015-2016).

Assam has a heterogeneous population with socio-cultural and ethnic diversity. According to the Census of India, 2011 the population of Assam stands at 3.12 crore of which 1.59 crore are male and 1.52 crore are female. The sex ratio of Assam has increased to 958 female per 1000 male in 2011 from 935 in 2001 (Economic Survey, Assam 2015-16). Assamese is the main language spoken in the state. Hindi is spoken by a small percentage of the population. The tribal communities, which form a sizeable population of the state, speak their own dialects (Sinha, Majumdar & Barua, 1999). Assam comprised of 27 districts as per census 2011. But six more districts were announced by the government recently, taking the number of districts from 27 to 33.

The present study was conducted in the Kamrup Metropolitan District of Lower Assam. The district was created bifurcating the old Kamrup district on 3rd February, 2003. The headquarters of the district is Guwahati which is also the capital city of Assam. It occupies an area of 1,528 sq.km with a population of 12, 60,419 (as per 2011 Census). The district is located between 25°43′ - 26°51′ N latitude and 90°36′ - 92°12′ E longitude. The district has 5 Revenue circle viz. Sonapur RC, Guwahati RC, Azara RC, Chandrapur RC and Dispur RC. There are 3 development blocks, i.e. Chandrapur, Dimoria, Rani Development Block. There are 31 Municipal wards in the district. The district has a sub tropical climate with semi-dry summer and cold in winter. The district is vulnerable to various hazards like flood, landslide, storm, riverbank erosion, urban flashflood and water logging. The district is bounded on the West and North by the Kamrup District and on the East by the Morigaon District of Assam. On the South, lies the state of Meghalaya.

Map of Assam and Kamrup Metropolitan District (The Study Area)
1.1.5 Educational Scenario in Assam

An organised system of education started in Assam only in the early part of the nineteenth century when Assam came under the rule of British crown after the treaty of Yandaboo in 1826. Assam during the pre-British period had indigenous educational institutions like the pathshalas for Hindus, Makatabs for Muslims and Satras for Vaishnavas. The first agent of the East India Company, Mr. David Scott, took up measures for the promotion of indigenous system of education in the state. Schools were opened with a view to expand elementary education. Primary education continued to make its progress in the early twentieth century and the government of Assam passed the first primary education act of Assam in 1926 (Ali, 2004). The percentage of literacy in Assam according to the Census of 1971 was only 33.94, whereas at present according to Census 2011, the literacy rate of Assam comes to 73.18 percent, of which 78.81 percent are males and 67.27 percent are females.

<table>
<thead>
<tr>
<th>Districts</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kokrajhar</td>
<td>73.44</td>
<td>59.54</td>
<td>66.63</td>
</tr>
<tr>
<td>Dhubri</td>
<td>64.20</td>
<td>54.26</td>
<td>59.36</td>
</tr>
<tr>
<td>Goalpara</td>
<td>72.67</td>
<td>64.53</td>
<td>68.67</td>
</tr>
<tr>
<td>Barpeta</td>
<td>70.72</td>
<td>59.04</td>
<td>65.03</td>
</tr>
<tr>
<td>Morigaon</td>
<td>73.66</td>
<td>64.99</td>
<td>69.37</td>
</tr>
<tr>
<td>Nagaon</td>
<td>78.19</td>
<td>69.21</td>
<td>73.78</td>
</tr>
<tr>
<td>Sonitpur</td>
<td>76.98</td>
<td>62.53</td>
<td>69.96</td>
</tr>
<tr>
<td>Lakhimpur</td>
<td>84.66</td>
<td>71.91</td>
<td>78.39</td>
</tr>
<tr>
<td>Dhemaji</td>
<td>75.66</td>
<td>62.13</td>
<td>69.07</td>
</tr>
<tr>
<td>Tinsukia</td>
<td>77.89</td>
<td>63.54</td>
<td>70.92</td>
</tr>
<tr>
<td>Dibrugarh</td>
<td>82.59</td>
<td>69.52</td>
<td>76.22</td>
</tr>
</tbody>
</table>

Table No. 1.1
District-Wise Literacy Percentage in Assam (as per Census 2011)

In general, the system of primary and secondary education is rather similar to the system of neighbouring states in the country. As in the rest of the country, Assam has introduced the 10+2+3 national pattern of education since 1973 (Sinha et al., 1999). So far as administration of secondary education was concerned, Gauhati University was initially the supervisory authority for secondary education although the Department of Public Instruction ran the administration till 1962. In 1962, the Assam Secondary Education Act came into force. Henceforth, the High school leaving certificate examination and higher secondary school leaving certificate was conducted by a board, called the SEBA (Secondary Education Board of Assam).

Assam’s achievements in Education are mostly below or at par with all India levels and well below the levels achieved in Kerala. A large number of eligible children of school going age still remain out of school. The recent National Family

---

Health Survey (NFHS) survey indicates that 72 per cent of the population in the 6-17 age group is attending school in Assam, which is same as the all India average. This figure is however much lower than that of Kerala (91 per cent) and lower than all other North-Eastern States (in the range of 80 per cent to 87 per cent). The school completion rates are found to be low, indicating high dropout rates (Assam Development Report, 2014).

It is found that about 93 percent of children in the age group of 6-14 years in the state are currently enrolled, which indicates that the state is yet to achieve universal elementary education. As with other states of the country, access to school in Assam too has improved during the last decade or so. The total number of schools in the state has increased to about 64,000 in 2013-14 over about 40,000 in 2002-03. In the higher education level, currently there are 14 universities in the state, including four state public universities, one state open university, two central universities, two institutes of national importance and five private universities. There are altogether 511 colleges, of which 306 colleges are government colleges (Assam Human Development Report, 2014).

Assam with its heterogeneous population with diverse socio-cultural, ethnic and political dynamics combined with its difficult terrain and geo-spatial diversities faces immense challenges for the smooth functioning of the education system. Issues which are generic to the state, such as conflicts and disasters and floods and erosion, including other governance-related issues, add to the deficiencies and difficulties which are endemic to the present education system in general. Although initiatives in recent times have led to some improvement in terms of infrastructure and enrolment of students, Assam is yet to achieve the desired level in education (Assam Human Development Report, 2014).

1.2 Need and Justification of the Study

Education plays a very vital role in building a society. But the effectiveness of any educational system is gauged to the extent the pupils involved in the system achieve. There are a host of factors that affects the academic achievement of a child like personality variables, curricular variables, school and teacher variables, home environment variables, societal variables and so on. Studies reveal

that many intelligent persons are underachievers while some persons of average intelligence achieve much higher than what is expected from them. So, the question arises as to why such differences in achievement appear when schools provide more or less uniform instructional facilities? And how to detect and control these factors? So, it is of great necessity that for better performance in academic life the responsible factors are detected and controlled.

Academics are the major source of tension amongst the youth nowadays. In today’s competitive world, it is not uncommon to find academic achievement playing the most important role in a child’s life. Being academically successful and making a place for oneself in the society is their priority. Also at the secondary school level, the students reach the adolescence stage which is considered a period of storm and stress and developmental changes which makes their interest and attention divided among many things like peer groups, engaging in entertaining activities like movies, social networking, outings or other everyday activities in the school and community. They may also find the academic activities in the schools not engaging and interesting. Due to the high need and desire to achieve academically on one hand, and getting diverted from academic efforts, creates a situation of continuous stress and anxiety for the adolescents.

A number of studies have been conducted to study the variables which affect academic achievement. Researchers generally have studied the influence of the variables of socio-economic status, personality and intelligence on academic achievement of school children. But very few studies could be found where the researchers have studied the influence of the variables of academic anxiety and academic motivation. Taking due consideration of these facts, there aroused a need to conduct a study on the academic achievement of secondary school students in relation to their Academic Anxiety and Academic Motivation.
1.3 Statement of the Problem

On the basis of the brief introduction, need and significance and reviews described above the problem under study is specifically titled as follows,

“A Study of the Academic Achievement in relation to Academic Anxiety and Academic Motivation of Secondary School Students of Lower Assam”

1.4 Operational Definition of the Key Terms Used

The Present Study involves the following key terms which are operationally defined as follows:

a) Academic Achievement

    It is the outcome of instructions provided to the children in schools which is determined by grades or marks secured by the students in the District Board Examination of Assam State at Class IX level. It is the measure of knowledge gained in formal education generally indicated by test-scores.

    i) High Achievers

        High Achievers are those students who receive 60% or above marks in their class IX District Board Final Examination

    ii) Low Achievers

        Low achievers are those students who receive marks below 45% in their class IX District Board Final Examination

b) Academic Anxiety

    Academic Anxiety is a kind of state anxiety which relates to the impending danger from the environment of the academic institutions including teachers, certain subjects like Mathematics, English, Science etc and also test-anxiety.

c) Academic Motivation

    Academic Motivation is the driving force behind student’s motivation to learn. It is the need and desire to excel in academic work and one’s determination to succeed in academic studies.
1.5 Objectives of the Study

The following objectives were formulated for the present study

i) To find out the Academic Anxiety, Academic Motivation and Academic Achievement of Class IX students.

ii) To study the relationship between Academic Anxiety and Academic Achievement of Class IX students.

iii) To study the relationship between Academic Motivation and Academic Achievement of Class IX students.

iv) To find out the relationship between Academic Anxiety and Academic Achievement of Class IX students when the effect of Academic Motivation is partialled out.

v) To find out the relationship between Academic Motivation and Academic Achievement of Class IX students when the effect of Academic Anxiety is partialled out.

vi) To find out the multiple correlation between Academic Achievement and the two variables of Academic Anxiety and Academic Motivation taken together.

vii) To study the differences in Academic Anxiety between high and low achievers of Class IX students.

viii) To study the differences in Academic Motivation between high and low achievers of Class IX students.

ix) To find out the sex differences in the Academic Anxiety within high and low achievers of Class IX students.

x) To find out the sex differences in the Academic Motivation within high and low achievers of Class IX students.
1.6 Hypotheses of the Study

For the present study the following null hypotheses were formulated:

i) There is no significant relationship between Academic Anxiety and Academic Achievement of Class IX students.

ii) There is no significant relationship between Academic Motivation and Academic Achievement of Class IX students.

iii) There is no significant relationship between Academic Anxiety and Academic Achievement of Class IX students when the effect of Academic Motivation is partialled out.

iv) There is no significant relationship between Academic Motivation and Academic Achievement of Class IX students when the effect of Academic Anxiety is partialled out.

v) There is no significant multiple correlation between Academic Achievement and the two variables of Academic Anxiety and Academic Motivation taken together.

vi) There is no significant difference in Academic Anxiety between high and low achievers of Class IX students.

vii) There is no significant difference in Academic Motivation between high and low achievers of Class IX students.

viii) There is no significant sex difference in the Academic Anxiety within high and low achievers of Class IX students.

ix) There is no significant sex difference in the Academic Motivation within high and low achievers of Class IX students.
1.7 Delimitation of the Study

a) The Study is delimited to the Class IX students studying in the secondary schools of Kamrup Metropolitan District of Lower Assam.

b) The Study is also delimited to Government and Private Secondary Schools of Kamrup Metropolitan District of Lower Assam, under Secondary Education Board of Assam (SEBA).