CHAPTER II

REVIEW OF RELATED LITERATURE

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2.0 Introduction

Review of the related literature helps the researcher to acquaint himself with current knowledge in the field in which he or she is going to conduct the research. It helps the researcher to delimit and define his problem. It enables him to state the objectives clearly and concisely. It helps the investigator understand his topic or research better and forms the foundation upon which all future work will be built. It also helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The present chapter is divided into the following sections:

i. Studies done in India
   a) Academic Anxiety and Academic Achievement
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ii. Studies done abroad
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2.1 Studies done in India

The studies done in India on the problem undertaken is categorized into the following headings:

a) Academic Anxiety and Academic achievement

b) Academic Motivation and Academic achievement

a) Studies in Relation to Academic Anxiety and Academic Achievement:

Many studies have been conducted in India on the relationship between test-anxiety and academic achievement. Only a few studies could be found on Academic Anxiety. The findings of the studies are given below chronologically from the year 1977 to 2016:
Hussain (1977) investigated on the Academic Attainment of University Students in Relation to the Level of Aspiration and Anxiety to a sample of 45 undergraduate and pre-university students of Aligarh Muslim University. The tools used were the L.A coding test by Ansari and Sinha’s anxiety scale. The major findings were that the academic performance of the group with moderate anxiety was significantly better than that of both the high and low anxiety groups. Anxiety bore a curvilinear relationship with academic achievement. High anxiety has an adverse effect on academic performance. Low anxiety showed a lack of drive and motivation in the students.

Singh and Kumar (1977) conducted a Study on the Relationship between Anxiety and Educational Achievement to 200 male graduate students. Sinha’s comprehensive anxiety scale was used to measure the anxiety. The total marks obtained in high school and intermediate examinations were taken as measures of educational achievement. The inter-correlations show that there is negative relationship between anxiety and educational achievement. It means that anxiety has negative effect on educational achievement. There is a difference between the average achievement scores of low and high anxious students. The t-values indicate that low anxious students achieve better in comparison to high anxious students, so far as their educational achievement is concerned.

Jha (1990) carried out a Study on Anxiety and Achievement in Science to a sample of 342 boys and 104 girls of central Patna. The tools used were Taylor’s manifest anxiety scale, Mohsin’s test of general Intelligence and Non-Verbal science selection test. The findings of the study were that there is a negative relationship between achievement in science and anxiety for the boys sample, but for girls, although the direction is negative, it is not significant statistically. No significant difference was found between the two sexes in respect of achievement in science, but statistically significant differences were obtained between the two sexes in respect of

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intelligence, science aptitude and anxiety scores. Of these, boys had higher scores on intelligence and science aptitude and girls on anxiety scale.

Balasubramanian (1994) attempted to find out the Relation that exist between Pupils Academic Achievement in English and Achievement values and Achievement Anxiety to a sample of 220 students of higher secondary schools of Coimbatore district and concludes that higher level achievement values influences better pupil achievement in English while higher level achievement anxiety causes low pupil achievement in English. Male students and students studying in private schools show more achievement anxiety than female students and those studying in Public schools.

Ganesan (1995) conducted a Study on the Effect of Anxiety on Academic Achievement to a group of 170 final year arts and science post-graduate students of Annamalai University. Tools used were Taylors manifest anxiety scale and the final semester marks of the students were used to measure academic achievement. The results indicate that there is negative relationship between anxiety and academic achievements of student. Low anxiety students are high academic achievers and high anxiety student are low academic achievers. Sex is not a determining factor of student’s anxiety. Student’s course of study (Arts and science) is not a determining factor of student’s anxiety. Student’s food habits have no influence upon their anxiety. Student’s socio-economic status has no influence upon their anxiety at post graduate level. Students belonging to both nuclear and joint families have the same level of anxiety.

Ajwani and Sharma (2004) investigated on test-anxiety in relation to academic achievement to 160 college going students and found that the obtained mean test-anxiety of high academic achievers (M=36.05) is higher than of low academic achiever. A significant difference was found between high and low academic achiever in respect of their test-anxiety.

Ramakrishna (2007)\textsuperscript{42} conducted a Study on the Effect of Anxiety Levels of M.Ed Students on Academic Performance. The sample consisted of 9 male and 12 female postgraduate students (M.Ed) of Osmania University, Hyderabad. The IPAT (Institute of personality and ability testing) Anxiety Scale published in 1976 is used for the study. After testing the hypothesis he found that there is a low positive correlation between academic performance and anxiety levels of students. Male and female students differ in their anxiety levels. The academic performance of students on the anxiety test day differs from that of the academic performance on the same subject on the non-test day. There is no correlation between the age and anxiety levels of students. The younger students exhibited same anxiety levels when compared to older students.

Bhansali and Trivedi (2008)\textsuperscript{43} studied on the gender differences in incidences and intensity of academic anxiety on a sample of 240 adolescents from different high schools of Jodhpur city and the results revealed that a considerable amount of academic anxiety prevailed amongst the sample. It was found that girls on the whole had more incidences and intensity of academic anxiety in comparison to boys.

Jayanthi & Padmanaban (2008)\textsuperscript{44} studied on test-anxiety of 950 higher secondary students of Cuddalore District, Tamil Nadu. Results indicate that the test anxiety of higher secondary students is low, male and female students differs significantly in their test anxiety, students studying in rural schools have more test anxiety than the students studying in urban schools.

Deb et al. (2010)\textsuperscript{45} studied on Anxiety among high school students in Kolkata city and the results showed that anxiety was prevalent in the sample with 20.1% of boys and 17.9% of girls found to be suffering from high anxiety. More boys were anxious than girls. Adolescents from Bengali medium schools were more anxious than adolescents from English medium schools. Adolescents belonging to the middle

\textsuperscript{42} A. Ramakrishnan. (2007). Effect of Anxiety levels of M.Ed Students on Academic Performance. 
\textsuperscript{44} N. Jayanthi., & T.Padmanaban. (2008). Test Anxiety of Higher Secondary Students. 
\textit{Edutracks}, 8(2), 36-38.
\textsuperscript{45} S.Deb., P. Chatterjee, & K. Walsh. (2010). Anxiety among high school students in India: 
Comparison across gender, school type, social strata and perceptions of quality time with parents. 
class suffered more anxiety than those from both high and low socio-economic groups.

Garg (2011)\(^{46}\) studied on life skills and academic anxiety of 120 secondary school children of Karnal, Haryana and the findings reveals no significance difference on academic anxiety between boys and girls; and government and private school students. The study also reveals significant highly negative relationship between life skills and academic anxiety. Thus indicating that more the life skills lesser is the academic anxiety.

Muchhal and Chand (2011)\(^{47}\) conducted a study on Anxiety level and Level of Self-confidence in relation to their academic achievement to a sample of 200 senior secondary students of Baghpat, Utter Pradesh. The study found that there is a significant negative correlation between anxiety and academic achievement, and also significant positive correlation between self-confidence and academic achievement. They also found a significant difference between anxiety level of boys and girls. Girls had higher anxiety than boys.

Chutia (2012)\(^{48}\) studied on the Academic Anxiety among the School Going Adolescents of Lakhimpur District of Assam and observed that the Academic anxiety level of school going adolescents is found to be high. The academic anxiety of girls is found to be higher than the boys and the difference between the boys and girls is found significant in respect of their academic anxiety. The school going adolescents studying in the English medium school have higher academic anxiety than the school going adolescents studying in assamese medium schools and the difference between two is found to be significant. Board exam, frequent class test, overloaded homework, private tuitions, parents pressure for good results etc are the cause of anxiety.


Gohain(2012)49 conducted a Study on Academic Anxiety Among Adolescents to a sample of 240 college students of Greater Guwahati area of Assam. The results revealed that considerable amount of academic anxiety prevailed amongst the sample. The mean academic anxiety score for adolescent boys (34.5) was found slightly higher than that for adolescent girls (33.2). The girls are also found to be suffering from high anxiety. Wherein boys continue to face more pressure regarding their proper choice of vocation and future career, however though the mean score of boys was slightly higher than the mean score of the girls, but there was no significant difference regarding academic anxiety between adolescent boys and girls. The girls also have high anxiety. The source of Anxiety for the boys is that they are expected to be the primary bread earners and so they are more concerned about doing well in academics to ensure better jobs. The source of anxiety for the girls is their increasing dreams and aspirations regarding their independence and career.

In a study conducted by Mahato and Jangir (2012)50 on Academic Anxiety among adolescents found that most of the students experience academic anxiety. Gender was not found to have any impact on the anxiety. The type of school and the environment had a significant relation with anxiety.

Mokashi et al. (2012)51 investigated on the gender differences on Anxiety and Academic Achievement. Results reported that boys were significantly having higher anxiety while girls were higher in academic achievement. A significant negative relationship was found between overall anxiety with academic achievement of children.

Yadav and Kumar (2012)52 investigated on the examination anxiety of higher secondary girl students studying in UP board and their academic achievement. The conclusion was drawn that there is significant difference between science and

humanities student with regard to their anxiety. There is more anxiety in humanities than science girl student. There is also a significant difference between science and humanities student with regard to their academic achievement. There is more academic achievement in science student than humanities student. Another conclusion drawn from the study was that there is no significance difference between rural and urban students with regard to their anxiety.

Sridevi (2013)\textsuperscript{53} conducted a study on the relationship between general anxiety, test anxiety and academic achievement of higher secondary students and the findings revealed that there is a positive high correlation between general anxiety and test anxiety. There is a negative low correlation between general anxiety and academic achievement and there is a negative low correlation between test anxiety and academic achievement of higher secondary students

In a study conducted by Rao (2014)\textsuperscript{54} on Anxiety among Adolescent students, results showed that adolescent boys suffer from higher anxiety than adolescent girls. Adolescents from Telegu medium schools adolescents were more anxious than adolescents from English medium schools. The adolescents coming from the urban area schools were slightly more anxiety than their rural area school counterparts.

Shakir (2014)\textsuperscript{55} found an inverse relationship (negative correlation) between the academic achievement and the academic anxiety of students. Significant differences were found between the academic achievements of high and low academic anxiety groups of students, and between high academic anxiety group of male and female students, and also between low academic anxiety groups of male and female students.

Singh (2015)\textsuperscript{56} studied on the Impact of Anxiety on Academic Achievement of U.G Students drawn from three universities of Varanasi City and found that high level of anxiety was negatively correlated with academic achievement. Male and female students significantly differ on academic anxiety score, where female students scored high on academic anxiety scale as compared to male students.

Gohain (2016)\textsuperscript{57} studied on Test Anxiety and Academic Achievement of Undergraduate students of Assam and the results revealed a significant positive correlation between test-anxiety and academic achievement. No significant difference regarding anxiety level between boys and girls were found.

Mishra and Chincholikar (2016)\textsuperscript{58} investigated on M.Ed students’ attitude, aptitude and anxiety in relationship with academic achievement. Regression analysis was done to establish the relationship between academic achievement as dependent variable and attitude, aptitude and anxiety as independent variable. Relationship was found significant. It was found that teaching attitude and aptitude are positively correlated with academic achievement whereas anxiety is correlated negatively.

b) Studies in Relation to Academic Motivation and Academic Achievement:

In India studies on the relationship between academic motivation and academic achievement are few. Some studies have investigated on the relationship between achievement motivation and academic achievement. The findings of these studies that the investigator could review are given below chronologically from the year 1979 to 2016:

Desai (1979)\textsuperscript{59} conducted a Study on the Classroom Ethos, Pupil’s Motivation and Academic Achievement to a sample of 1,555 pupils selected from 26 secondary schools, Gujarat. Results showed that the level of classroom climate was positively related to pupil’s motivation and their academic achievement. Pupil’s academic

motivation was positively related to their academic achievement. Boys were higher than girls in the level of classroom climate, pupil’s academic motivation and pupil’s academic achievement.

Hirunval (1980)\textsuperscript{60} investigated on Pupils Self-concept, Academic Motivation, Classroom Climate and Academic Performance. The sample consisted of 1,031 pupils of class 10 of ten cities of Gujarat. The findings reported that academic motivation was positively related to self-concept. Boys were more academically motivated than girls.

In a study conducted by Srivastava (1982)\textsuperscript{61} on non-cognitive factors in academic achievement on X grade students in the city areas of Rajasthan, found that academic motivation is significantly correlated to academic achievement. The study also found that high achievers score higher on the list of academic motivation in comparison to the low achievers.

In a study conducted by Krishnamurthy (2000)\textsuperscript{62} on Achievement in History as Related to Academic Achievement Motivation and Attitude towards Study of History to a group of 455 second year higher secondary students in Pondicherry and Karaikal regions, found that there is a positive and significant relationship between achievement in History and academic achievement motivation. 54.5\% of students have relatively high level of academic achievement motivation and the rest 45.4\% have relatively low level of academic achievement motivation.

Ahmad & Nigam (2008)\textsuperscript{63} studied on the effect of motivation on academic achievement of 250 Aided and 250 private higher secondary students of Kanpur city and the result revealed that motivation is significantly related to academic achievement of aided and private higher secondary students. There is no significant relationship of motivation with academic achievement of aided higher secondary girls and private higher secondary boys. The author states that the probable reason may be that aided higher secondary girls and private higher secondary boys are more

self-confident, encouraged and enthusiastic when they achieve good academic result, so they do not need more external motivation compared to other type of students.

Dubey (2010)\textsuperscript{64} studied the impact of academic motivation on academic achievement in English on 110 students of Allahabad City. The findings of the study revealed positive relationship between academic motivation and achievement in English. As compared to students with low academic motivation, students with high and moderate academic motivation have high achievement in English.

Saikia and Kalita (2013)\textsuperscript{65} studied on achievement motivation in relation to gender on a sample of high school students of Guwahati City. The result of the study revealed that there is difference in achievement motivation of boys and girls students. Achievement motivation of girls was found to be higher than the boys.

Kaur (2013)\textsuperscript{66} investigated on the Academic Achievement and Achievement Motivation of High School Students of Punjab State. The results showed a significant positive relationship between academic achievement and achievement motivation. No significant difference between boys and girls exists on achievement motivation.

Chetri (2014)\textsuperscript{67} studied the Achievement Motivation and its relationship with Academic Achievement on a sample of 480 secondary school students studying in different schools of sikkim and found a significant relationship between achievement motivation and academic achievement. The finding also revealed no significant difference in achievement motivation with regard to gender and locale but significant difference was found in relation to management.

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Dhall (2014)\textsuperscript{68} conducted a study of Academic Achievement among adolescents of Ludhiana City, in relation to Achievement Motivation and home environment. The results of the study revealed a positive and significant relationship between academic achievement and achievement motivation and home environment. It was further revealed that sex does not exert any influence on achievement motivation and home environment.

Kumari and Chamundeswari (2015)\textsuperscript{69} studied on achievement motivation, study habits and academic achievement of students at secondary level. It was found that achievement motivation, study habits and academic achievement are found to correlate significantly and positively among themselves. Girls were found to be significantly better in their achievement motivation and study habits and thereby academic achievement when compared to the boys.

Kumar et al. (2016)\textsuperscript{70} studied on the Impact of Achievement Motivation on Academic Achievement on senior secondary school students. The findings of the study revealed that female students have more achievement motivation than male students. A significant correlation was found between achievement motivation and academic achievement of senior secondary school students.

2.2 Studies done abroad:

Researches done abroad on the problem undertaken by the investigator is listed below with the following headings:

a) Academic Anxiety and Academic Achievement
b) Academic Motivation and Academic Achievement

a) Studies in Relation to Academic Anxiety and Academic Achievement:

The studies conducted abroad are mostly on test-anxiety and academic achievement and on general anxiety of the child. The findings of these studies are given below arranged in chronological order from the year 1971 to 2016:


Cox (1971)\textsuperscript{71} studied on Test Anxiety and Achievement behaviour systems related to examination performance to a sample of 262 elementary school children of Canberra, Australia. A negative correlation was found between test anxiety and arithmetic. A high level of test anxiety in elementary school children is assumed to be associated with both a high level of drive and with the evocation of specific response tendencies.

Cassady and Johnson (2002)\textsuperscript{72} conducted a Study on Cognitive test Anxiety and Academic Performance to a sample of 168 under-graduate students of Midwestern University, USA. Higher levels of cognitive test anxiety were associated with significantly lower Scholastic aptitude test scores. Procrastination, in contrast, was related to performance only on the course final examination. Gender differences in cognitive test anxiety were documented, but those differences were not related to performance on the course exams. Examination of the relation between the emotionality component of test anxiety and performance revealed that moderate levels of physiological arousal generally were associated with higher exam performance. The results were consistent with cognitive appraisal and information processing models of test anxiety and support the conclusion that cognitive test anxiety exerts a significant stable and negative impact on academic performance measures.

Rizwan and Nasir (2010)\textsuperscript{73} did a Study on the Relationship between Test Anxiety and Academic Achievement to a group of 414 students randomly selected from seven different science departments in a public sector university in Lahore, Pakistan. It was found that a significant negative relationship exists between test anxiety scores and student’s achievement scores. Results showed that a cognitive factor (worry) contributes more in test anxiety than affective factors (emotional). Therefore, it is concluded that test anxiety is one of the factors which are responsible

\textsuperscript{71} F.N.Cox (1971). Test Anxiety and Achievement Behaviour Systems Related to Examination performance in Children. In E.Gaudry & C.Spielberger, Anxiety and Education Achievement (pp. 111-116). Australasia: John Wiley and Sons


for student’s underachievement and low performance but it can be managed by appropriate training of students in dealing with factors causing test anxiety.

Yousefi et al. (2010)\textsuperscript{74} investigated into the Relationship between Test-Anxiety and Academic Achievement among Iranian Adolescents. A self-administered questionnaire was used for data collection which includes a test-anxiety Inventory, Grade point average score and personal information. Results show that there is a significant negative correlation between test anxiety and Academic achievement among adolescents. In addition there is a significant difference of academic achievement between male and female adolescents whereby females score higher in their academic achievement.

In a study conducted by Al-Qaisy (2011)\textsuperscript{75} on the Impact of Mood Disorders, especially Anxiety and Depression among a sample of 200 students for their Academic Achievement in Tafila Technical University, the results indicate that females are more anxious than males, while males are more depressed than females. Additionally, the results indicate that there is a positive relationship between achievement and anxiety, while a negative relationship is found with depression.

Nadeem et al. (2012)\textsuperscript{76} conducted a study on the Impact of Anxiety on the Academic Achievement of students having different mental abilities at university level in Bahawalpur, Pakistan. The in-depth investigation of the findings obtained reveals that anxiety has its impact on academic achievement of students. The results show that when anxiety increases, academic achievement decreases both in male and female students. It is also noteworthy in the results that there is more impact of anxiety on female students as compared to male students.


Iroegbu (2013)\textsuperscript{77} investigated on the effect of test anxiety, gender and perceived self-concept on academic performance of Nigerian students and found that the students with low anxiety performed better than those with high anxiety. The study also found that low anxiety, high self-concept and female gender interact to bring about better academic performance.

Syokwaa et al. (2014)\textsuperscript{78} studied on the relationship between anxiety levels and academic achievement among students in selected schools of Kenya and the results showed that high anxiety levels had a negative impact on the quality of academic results recorded by students. The study also established that students encountered some high anxiety causing challenges which affect their ability to perform effectively, and girls were found to be more prone to high anxiety levels as compared to boys.

Adeoye-Agboala & Evans (2015)\textsuperscript{79} investigated on the relationship between anxiety and academic performance of post-graduate international students in a British University. The findings indicate that anxiety is significantly correlated to academic performance. Workload, choice of coping with stress, future prospect, and change in the system of education are the major type of anxiety affecting the students.

Fulton (2016)\textsuperscript{80} studied on the relationship between Test Anxiety and Standardized Test Scores and the results indicated that there was a significant negative relationship between students’ levels of test anxiety as measured by pulse rate and performance on the New York State Standardized Science test.

b) Studies in Relation to Academic Motivation and Academic Achievement:

Researchers abroad have conducted some studies on the relationship between academic motivation and academic achievement and also achievement motivation and academic achievement. Brief findings of the studies are shown below chronologically from the year 1985 to 2015:

Gottfried (1985)\(^81\) conducted a Study on the Academic Intrinsic Motivation in Elementary and Junior High School Students and found that academic intrinsic motivation was significantly and positively correlated with children’s school achievement and perceptions of academic competence and negatively correlated with academic anxiety. Evidence supported the view that academic intrinsic motivation is differentiated into school subject areas (reading, math, social studies, and science) and is also a general orientation toward school learning.

Gottfried et al (1994)\(^82\) tested on the role of Parental Motivational Practices in Children’s Academic Intrinsic Motivation and Achievement in a Longitudinal Study of children at ages 9 to 10 years. Two types of motivational practices were assessed i.e. mother’s encouragement of children’s task endogeny and provision of task-extrinsic consequences. Structural equations path models for general verbal and math academic intrinsic motivation is positively related to encouragement of task endogeny and negatively related to provision of task-extrinsic consequences. Academic intrinsic motivation at age 9 years predicted motivation and achievement at age 10 years. The findings provide ecological validity for the role of parental motivational practices in children’s academic intrinsic motivation and achievement.

Fortier et al. (1995)\(^83\) conducted a Study on Academic Motivation and School Performance to a group of 263 French-Canadian 9th grade students. The purpose of the study was to propose and test a motivational model of school performance based on Deci and Ryan’s theoretical framework. Results showed that perceived academic competence and perceived self-determination positively influenced autonomous

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academic motivation, which in turn had a positive impact on school performance. The proposed model explained 28% of the variance in performance. Results highlighted the importance of academic motivation in the prediction of school performance.

Meece et al. (2006)\(^{84}\) investigated on the Achievement Goal Framework to Examine the Influence of Classroom and School Environments on Students Academic Motivation and Achievement. Considerable evidence suggests that elementary and secondary students show the most positive motivation and learning patterns when their school settings emphasize mastery, understanding and improving skills and knowledge. Whereas school environments that are focussed on demonstrating high ability and competing for grades can increase the Academic performance of some students, but research suggests that many young people experience diminished motivation under these conditions.

Christiana (2009)\(^{85}\) studied on the influence of Motivation on students Academic Performance and the results showed that students’ motivation has high positive correlation in their academic performance. Motivation of students is very important for better output in the academic pursuit.

In a study conducted by Ali et al. (2010)\(^{86}\) on Motivation and Students Behaviour at the Tertiary Level and their Academic Achievement to a group of 200 students of a private university in Pakistan found that if motivated, students display positive feelings towards their institute and vice-versa. Recommendation in the light of the outcomes was made that the students need to be motivated by providing them more rewards. They should also be provided more encouragement to achieve their goals. This will result in positive behaviour from students.

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Muola (2010)\textsuperscript{87} made a study of the Relationship between Academic Achievement Motivation and Home Environment among 235 standard eight Kenyan students. A significant (p<0.05) positive relationship was found between the home environment factors and academic achievement motivation. Parental encouragement was the only factor that was not significantly (r=0.03) related to academic achievement motivation. Although these correlations are low, they showed that pupil’s motivation to do well in academic work is to some extent dependent on the nature of their home environment. It was recommended that parents need to be aware of the importance of their role in their children’s academic achievement motivation so that they can provide the necessary facilities at home.

Amrai et al. (2011)\textsuperscript{88} studied on the relationship between academic motivation and academic achievement of 252 Tehran University students. Data analysis indicated positive and significant relationship between academic motivation and academic achievement. Furthermore, subscales of task, effort, competition, social concern within eight subscales had a significant relationship between academic achievement.

Awan et al., (2011)\textsuperscript{89} conducted a study on the relationship between achievement motivation, self-concept and achievement in English and mathematics at secondary level and the results revealed that achievement motivation and self-concept are significantly related to academic achievement. Significant gender differences were discovered which were in favour of girls.

Eymur and Geban (2011)\textsuperscript{90} investigated on the relationship between motivation and Academic Achievement of Pre-Service Chemistry Teachers. The results indicated that there is significant relationship between academic achievement and


two intrinsic motivation sub-scales (to know and to experience stimulation). Besides, females got higher scores in all motivation types.

Abuameerh & Saudi (2012) investigated on the relationship between achievement motivation and secondary school students’ achievement at Salt city in Jordan. The study found that students’ achievement motivation was high with regard to the dimensions like having a goal to achieve and persistence. Results further showed that there were significant differences in students’ achievement motivation due to academic achievement; students who passed showed more motivation rather than students who failed. Also, results showed there were no significant differences in students’ motivation due to sex.

Jen and Yong (2013) studied on Secondary School Students Motivation and Achievement in Combined Science. The correlation analysis showed that there were significant positive associations between students’ motivational orientations and science achievement. Results also showed that students displayed a moderate level of intrinsic motivation and a high level of extrinsic motivation. Significant differences were also found in motivational orientations towards learning combined science between boys and girls.

Koseoglu (2013) investigated into the Academic Motivation of the first year University Students and the Self-Determination Theory of Istanbul, Turkey. The analysis has demonstrated that a significant difference (p=0.05) between the academic motivation of male and female students exists and that the motivation of the students in different faculties are not the same but vary. The extrinsic motivation seems to be more deeply rooted than intrinsic.

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Abdurrahman and Garba (2014)\textsuperscript{94} studied the impact of motivation on students' academic achievement in Kebbi State Junior Secondary school mathematics, Nigeria. Results indicate that there is significant difference in the academic achievement of highly motivated and lowly motivated students in mathematics. Gender differences were significant when impact of motivation on academic achievement was compared in male and female students where males were found to have higher motivation than females.

Sikhwari (2014)\textsuperscript{95} studied on the relationship between motivation, self-concept and academic achievement of students at a university in Limpopo Province, South Africa. The study found that there were a significant correlation between self-concept, motivation and academic performance of students. It was also found that female students are significantly more motivated than their male counterparts.

Haider et al. (2015)\textsuperscript{96} conducted a study of students' motivation and its relationship with their academic performance to 120 students of Bahawalpur, Pakistan. The study reveals that intrinsic motivation and extrinsic motivation had a positive impact on students' performance.

2.3 Emerging Trends:

The reviews done above sheds light on the emergent researches in the field of academic achievement of the students as related to their academic anxiety and academic motivation. After reviewing the studies done in India and abroad the following observations were made by the investigator:

i). Most of the studies were on test-anxiety and these studies have reported a negative relationship between test-anxiety and academic achievement, while a few of the studies indicates a low positive relationship. Low anxious students achieve better in comparison to high anxious students. Some studies


show that sex is not a determining factor of students anxiety while other studies reports that girls show higher anxiety than boys in academic situations. In contrary to this a few of the studies shows that boys have higher anxiety because they manifest more future orientations than girls.

ii). The studies on academic anxiety show that a considerable amount of academic anxiety prevailed amongst the sample. One study revealed no significant difference on academic anxiety between boys and girls, another study found girls having higher academic anxiety than boys.

iii). The studies on Academic motivation reported a positive relationship with academic achievement. Some studies found that girls have higher academic motivation than boys while some other studies reported boys having higher motivation than girls.

iv). Some studies were reviewed on achievement motivation and academic achievement and the findings of these studies revealed a positive relationship between achievement motivation and academic achievement. Some studies reported no significant gender differences in students’ achievement motivation, while some studies found females having higher achievement motivation than males.

2.4 Research Gaps:

i). No studies could be located where the multiple effects of the two variables i.e. Academic Anxiety and Academic Motivation on Academic Achievement are studied.

ii). No study could be located where the partial effect of academic anxiety and academic motivation on academic achievement is studied.

iii). These studies also did not focus on the differences in academic anxiety and academic motivation between high and low achievers and also sex differences in academic anxiety and academic motivation within high and low achievers.

iv). Only a few studies could be found on academic anxiety and academic motivation. Studies were mostly done on test anxiety and general motivation of the child. The studies have also not investigated on the relationship of academic anxiety and academic motivation with academic achievement. So, there aroused a need to study the academic anxiety and academic motivation
of students in relation to academic achievement, with special reference to the students of Assam.

2.5 The Present Study:

On the basis of the above emerging trends and research gaps identified, there aroused a need to conduct a study of the Academic Achievement in relation to Academic Anxiety and Academic Motivation with special reference to Assam. From the reviews it could be found that only two studies on Academic Anxiety was done in Assam with a small sample of students and the studies did not find out the relationship of academic anxiety with academic achievement. Further, no studies could be found on academic motivation in relation to academic achievement in Assam. Hence it is realized that investigation in this field will be valuable.