SUMMARY

The present study was aimed at finding out the effect of anxiety (trait) and need-achievement motivation on academic performance of adult college students. The work was centered around the following two hypotheses:

1. Academic performance of low trait anxiety Ss would be relatively higher to that of their high anxiety counterparts.

2. High need-achievement motivation Ss would exhibit better academic performance than their low need-achievement motivation counterparts.

The study comprised of an initial sample of 381 subjects, with 199 male and 182 female students, studying in B.A/B.Sc. II and III year. In order to test the above stated hypotheses, a 2x2 (AxB) factorial design was used with both anxiety and motivation varied at two levels (low and high). The design provided for four combinations of the independent variables. There were 20 Ss in each cell thus forming a final sample of 80 Ss.
The trait anxiety of the Ss was measured with the help of State-Trait Anxiety Inventory (STAI from Y-2) by Spielberger and the need-achievement motivation was measured by Deo-Mohan Need-Achievement Motivation Scale. The percentage of marks scored in the last annual exams served as the dependent variable of academic performance.

The data thus obtained were interpreted in two ways. First of all it was subjected to analysis of variance (ANOVA) and then a multiple regression equation was formed so as to determine the independent effect of the two variables.

The analysis of variance for academic performance scores showed that there was a significant main effect of trait anxiety (P < .05) and need-achievement motivation (P < .01) on the academic performance of the Ss. On the other hand, the regression equation showed that the academic performance of an individual decreased by 0.25 of any increase in the value of anxiety and increased by 0.24 of any increase in the value of need-achievement motivation.
The results in general are consistent with previous researches dealing with similar effects. The present study suggests that although a high need to achieve should be inculcated from the very childhood of an individual, he or she should also be taught to play down the effect of its resulting increase in anxiety.