INTRODUCTION

Academic achievement has long been recognized as one of the important goals of education the world over. However, it is general observation that learners placed in an identical set of academic situations vary in their scholastic achievement. Research conducted to prove into the academic achievement phenomenon, has convincingly, demonstrated that the academic achievement is product of a number of factors operating within the individual and outside him. Broadly speaking the factors which influence academic achievement can be categorized into three types, namely, intellectual, emotional and environmental. Of these types of factors, it has now been fairly established that the emotional factors most particularly the anxiety and environmental factors like self concept and levels of aspiration largely determined one's academic achievement.

The psychology of higher secondary student who is no longer a child and not yet an adult too is an important area in the study of human behaviour. The study of emotional phenomenon of the adolescent students is equally important as the study of their behaviour, the cognitive, affective and motivational states. The psychologists have dichotomized anxieties: anxieties as state of the adolescent pupils and anxieties as trait. In the educational setting anxiety as state is of crucial significance.
The core of centre of gravity of the personality pattern is the individual's behaviour expressed in the way he adjusts to people and things in his environment is related to a large extent, determined by his self-concept. Self-concept is the picture the individual has of himself and his evaluation of the picture change in an individual as behaviour and attitudes of others seem to follow changes in his attitude towards himself. The self-concept influences the behaviour of adolescents. It may either put the young person in a series of problems or help him soil through smoothly. An adolescent's concern is to find answers to question like "Who am I" and "What am I".

Level of aspiration is an individual's future expectation or ambition. It refers to the estimate of one's future in a given task. The concept of "Level of aspiration" was first of all introduced in 1931 by Dembo, one of the Lewin's students, in the course of an experimental investigation of anger. Level of aspiration is a form of self-motivation involving competition with one's own past performance. An individual sets himself a new standard or goal to achieve. He tries to do better than he did before, raising his goal in every new attempt. If he succeeds in reaching the level he expected to reach or if he attains a higher level than the expected one's he experiences success which is not only satisfying but also serves as a motivational force for further attainment.

A knowledge of the extent to which anxiety, self concept and level of aspiration exert influence on academic achievement, could be of great interest in the field of education. The investigator therefore thought it
proper to make a systematic study ascertaining multivariate relationship among anxiety, self-concept and level of aspiration with academic achievement of higher secondary students.

**STATEMENT OF THE PROBLEM:**

The problem can be specifically stated as.

"Multi-variate Analysis of Anxiety, Self-concept and Level of Aspiration with Academic achievement for Higher Secondary Students".

**DEFINITION OF IMPORTANT TERMS USED:**

**Academic Achievement:**

The academic achievement refers to the average marks obtained by an individual in the final examination. It has long been recognized as one of the important goals of education.

**Anxiety:**

Anxiety refers to a feeling of dreads, impending doom or disaster. Anxiety is concerned with our needs for affiliation and achievement.

Anxiety is an inhibitive state of the individual which obstructs him in achieving the objectives.

"By Anxiety we mean the unpleasant emotion characterized by terms like worry apprehension, dread and fear that we all experience at times in varying degree" - Horrocks (1976)
Self-concept:

Self-concept refers to the way the individual perceives his own qualities and characteristics. Self-concept of an individual changes with time and experiences.

Self-concept is the "Key stone of personality". Its importance stems from its influence over the quality of a person's behaviour and his methods of adjustment to life situations.-Cattell (1957)

Level of Aspiration:

Level of aspiration of an individual is future expectation or ambition. It is a form of self motivation involving competition with one's own past performances. It is usually influenced by two types of factors environmental and personal.

"Level of aspiration means an individual's ambition in a dynamic situation that is it is an individual's goal or expectation in regard to the goodness of his own future performance for a given task."-Boyd (1952).

A BRIEF REVIEW OF THE RELATED LITERATURE:

Dagaur B.S. (1982) studied the relationship between anxiety and creative thinking. A sample of 394 were selected from XIIth class. The tools used were the Dutta's Personality, Inventory, Eysenck Personality Questionnaire and Torrance Test of creative thinking.

The results of the study were:
Individuals at different levels of anxiety did not give identical or similar creative responses.

Sharma (1993) revealed that although there are wide variations among most successful students and among the failure with regard to the self-concept, the level of expectations in much higher for the most successful students in academic achievement. The most successful students aspire to get good marks in the examinations and thus adjust their performance accordingly.

There was high positive relationship between anxiety and neuroticism and between psychotocism and anxiety.

Abu - Hilal M.M. (2000) carried out a structural model of Attitudes Towards School Subjects, academic aspiration and achievement. The aim of the study were to test the structure of attitudes to school subjects and to test the causal relationship between attitudes, level of aspiration, achievement with SEM procedures. 200 High school students participated in the study. The study revealed that:

"Attitudes to School" influence achievement but only indirectly level of aspiration had significant direct effect on achievement and mediated between attitudes and achievement.

Sirohi Vineeta (2004) carried out a study of under achievement in relation to study habits and attitudes. The aim of study the contribution of the teacher towards study habits, mental conflicts, self-confidence and examination in causing under-achievement. 1000 students of elementary
Grade students from Xth composite schools of South District Delhi. In view of above analysis - underachievement is a result of combined effect of many variables study habits, mental conflicts, self-confidence and examination. Which need that firm diagnosis should be made for remedial programme.

Sharma Asha (2005) carried out a study of extroversion and anxiety as the correlates of academic achievement of scheduled caste undergraduate students. The main findings were:

1. The male introvert students, in general, emerge to have higher academic attainment scores at university level than the students high in extroversion.

2. The female introvert students of art stream, in general, get higher academic attainment scores than the female students high in extroversion at university level.

3. The male anxious students achieve higher academic attainment scores than the male non-anxious students of the same level and same stream.

4. The female anxious students in general, tend to achieve higher academic attainment scores than their non-anxious counterparts.

5. The higher degree of extroversion is more helpful in adjustment in various life situations of adult male and female students.

6. There is significant positive correlation between introversion and academic achievement.
7. There is significant positive correlation between anxiety and academic achievement on a sample of scheduled caste male or female undergraduate students of arts and as well as science stream.

**OBJECTIVES OF THE STUDY:**

The objectives with which the present study has been initiated are:

1. To study the relationship between anxiety and academic achievement for higher secondary students.

   (i) To study the relationship between anxiety and academic achievement for higher secondary male students.

   (ii) To study the relationship between anxiety and academic achievement for higher secondary female students.

2. To study the relationship between Self-concept and academic achievement for higher secondary students.

   (i) To study the relationship between Self-concept and academic achievement for higher secondary male students.

   (ii) To study the relationship between Self-concept and academic achievement for higher secondary female students.

3. To study the relationship between level of aspiration and academic achievement for higher secondary students.

   (i) To study the relationship between level of aspiration and academic achievement for higher secondary male students.
(ii) To study the relationship between level of aspiration and academic achievement for higher secondary female students.

4. To study the multivariate relationship of anxiety, self-concept and level of aspiration with academic achievement for higher secondary students.

(i) To study the multivariate relationship of anxiety, self-concept and level of aspiration with academic achievement for higher secondary male students.

(ii) To study the multivariate relationship of anxiety, self-concept and level of aspiration with academic achievement for higher secondary female students.

HYPOTHESES OF THE STUDY:

Under the study the following hypotheses have been tested:

1. There is no significant relationship between anxiety and academic achievement for higher secondary students.

(i) There is no significant relationship between anxiety and academic achievement for higher secondary male students.

(ii) There is no significant relationship between anxiety and academic achievement for higher secondary female students.

2. There is no significant relationship between self-concept and academic achievement for higher secondary students.

(i) There is no significant relationship between self-concept and academic achievement for higher secondary male students.
There is no significant relationship between self-concept and academic achievement for higher secondary female students.

3. There is no significant relationship between level of aspiration and academic achievement for higher secondary students.

(i) There is no significant relationship between level of aspiration and academic achievement for higher secondary male students.

(ii) There is no significant relationship between level of aspiration and academic achievement for higher secondary female students.

4. There is no multivariate relationship of anxiety, self-concept and level of aspiration with academic achievement for higher secondary students.

(i) There is no multivariate relationship of anxiety, self-concept and level of aspiration with academic achievement for higher secondary male students.

(ii) There is no multivariate relationship of anxiety, self-concept and level of aspiration with academic achievement for higher secondary female students.

DELIMITATION OF THE STUDY:

1. The Study has been confined to study the academic achievement in reference to only three variables namely Anxiety, Self-concept and Level of aspiration. Hence, it does not include in its preview other variables.
2. The study was conducted on students of higher secondary only. Hence, it does not include in its purview the students of primary stage as well as degree and post graduate students.

3. The study was conducted on male and female students belonging to UP Board only. Hence, it does not include in its purview the students of CBSE and ICSE Board.

4. The study was conducted on science and art stream students only. Hence, it does not include in its purview the students of commerce and agriculture stream.

**DESIGN OF THE STUDY:**

**Method:**

Ex-post Facto Research Method will be used for the study.

**Population:**

All the higher secondary students studying in class XI of the U.P. Board schools of Meerut district. There are about 133 intermediate colleges in this region will comprise the population of our study.

**Size of Sample:**

The present study will consist of 417 students of class XIth of the schools of Meerut district.

**Sampling Technique:**

Simple random sampling technique will be used to select the sample for this study.
VARIABLES INVOLVED:

(a) Independent Variables

(i) Anxiety

(ii) Self-concept

(iii) Level of Aspiration

(b) Dependent Variables

(i) Academic Achievement

TOOLS USED

Following tools or other suitable tools will be used for data collection:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Academic Achievement</td>
<td>Final Examination Records of High School U.P. Board</td>
</tr>
<tr>
<td>2.</td>
<td>Anxiety</td>
<td>Manifest Anxiety Scale prepared by Dr. S.C. Joshi</td>
</tr>
<tr>
<td>3.</td>
<td>Self-concept</td>
<td>Self-concept inventory prepared by Dr. Mukta Rani Rastogi</td>
</tr>
<tr>
<td>4.</td>
<td>Level of Aspiration</td>
<td>Level of aspiration measure prepared by Dr. Mahesh Bhargava and Lt. Prof. M.A. Shah</td>
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</tbody>
</table>

Procedure:

The above mentioned tools will be administered on the sample. Thereafter the scoring will be done.
Statistical Techniques to be used

In order to achieve the objectives of the study and for testing the hypotheses, data will be analysed by using appropriate statistical techniques such as Pearson product moment correlation and multiple regression (Alitken's method) will be used.

SIGNIFICANCE OF THE STUDY:

One of the recurrent themes to be found in educational research involves the attempt to unravel the complex determinants of academic achievement. It is also a well known fact that one of the fundamental need for the pupil, in general, is the need for achievement and when his need is rendered impossible, various forms of maladjustment are likely to crop up. The pupil who has failed to make adequate progress in academic field has a tendency to adopt certain types of escape mechanism in order to gain the recognition he desires and to make situation tolerable for himself. There has been considerable evidence that the student's failure in meeting.

Out his meaningful goals, ambitions and aspirations becomes a contributing cause of maladjustment and all sorts of anti-social behavior.

The need for research in this area as judged from educational viewpoint is vital and urgent. There is considerable paucity of research attempting to ascertain the multivariate relationship of anxiety, self-concept and level of aspiration with academic achievement of higher secondary students. Present study perhaps is the first comprehensive study in which attempts have been made to study the academic
achievement of higher secondary students in relation to anxiety, self concept and level of aspiration.

A study of academic achievement of higher secondary students as concomitant of anxiety, self-concept and level of aspiration is replete with sufficient educational implications. The findings of this study may help educational planners, administrators guidance personnel and counsellors, teachers and parents in giving proper guidance to higher secondary students.

Educational planners and administrators will make efforts to make change in the organizational set up to eradicate the causes of poor academic achievement. The teachers can keep constant vigil on the parents' behaviour and can rectify their declining attention towards their children. Parents can take preventive steps to keep maladaptive behaviour from arising at the very outset. As a result of the knowledge of the findings of this research, the parents and other members of the family will make maximum efforts to bring about behavioural changes in themselves in order to enhance the academic achievement of their wards. A knowledge of the extent to which anxiety, self concept and level of aspiration exert their influence on academic achievement will enable the students to have an insight into their own strengths and weaknesses in order to enhance their academic achievement.
REFERENCES:


Sharma Asha (2005): A study of extraversion and anxiety as the correlates of scheduled caste undergraduate students. Ph.D. Education C.C.S. University, Meerut.
