CHAPTER – I
INTRODUCTION

1.1 GENESIS OF THE STUDY:

For the adjustment and development of society, it is essential that the inhabitants of a particular place should be well adjusted in the society. A large number of people are academically very sound or talented but unsuccessful in their social life whether in school or outside it. They are not satisfied with their jobs due to high levels of anxiety, aspiration and self-concept.

The problems of today are not like which our forefathers had faced in their times. The present age is full of numerous hazards. Thus we have to see those factors which are responsible for attaining the higher academic achievement and play an important role in determining the career of an individual and make his future bright. A suitable career choice not only gives satisfaction to an individual but also strengthens our society. Thus, many external and internal forces exert their pressure in influencing the vocational preference of a student.

The important cognitive factor influencing in his academic achievement. Achievement refers to the quantum of learning acquired by an individual in different academic course of examination and manifested in last scores it is a product of complex causes ability, interest and opportunity. Academic achievement is the
accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge. Academic achievement means knowledge attained and skill developed in the school subjects usually designated by test score or by marks assigned by teachers or by both.

Academic achievement can be measured with the help of tests, verbal or written of different kinds. There are several factors that influence the academic achievement of an individual such as personality, intellectual ability, environment etc. Marks obtained by each of the respondents in annual examinations were taken as indicating his academic achievement status. Thus academic achievement has long been recognized as one of the important goals of education the world over. Research conducted to prove into the academic achievement, has convincingly, demonstrated that the academic achievement is the product of a number of factors operating within the individual and outside him. Broadly speaking the factors which influence academic achievement can be categorized in to three types, namely, intellectual, emotional, and environmental. Of these three types of factors, it has now been fairly established that the emotional factors most particularly the anxiety and environmental factors like self-concept and level of aspiration largely determined one's academic achievement.

The psychology of higher secondary student who is no longer a
child and yet an adult too is an important area in the study of human behavior. The study of emotional phenomenon of the adolescent students is equally important as the study of their behaviors, 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 anxieties as state is of crucial significance.

The core of centre of gravity of the personality pattern is the individual's behavior 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 behaviors and attitudes of other seem to follow changes in his attitudes towards himself. The self-concept inference the behavior of adolescents. It may either put the young person in a series of problems or help him sole through smoothly. An adolescent's concern is to find answers to question like "Who Am I" and "What Am I".

The concept of "Level of aspiration" was first of all introduced in 1931 by Dembo, one of lewin's student. According to him the presence of particular level of aspiration determines whether the students, felt satisfied, or dissatisfied themselves after the performance of a task. It is a form of self-motivation involving competition with one's own past performance. Level of aspiration is an individual's
future expectation or ambition. It refers to the estimate of one's future in a given task. 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 extend to which anxiety, self concept and level of aspiration exert influence on academic achievement, could be of great interest in the field of education. All the variables play a significant role hence the investigator thought it proper to conduct a systematic study of multi-variate relationship among anxiety, self-concept and level of aspiration with academic achievement for higher secondary students. There is no exaggeration in saying that the findings of the study in hand will be of immense help to the aspiring students, parents, teachers, counsellors and all those who are directly or indirectly concerned with the system of education.

1.2 STATEMENT OF THE PROBLEM:

The study in hand may be stated as "**Multi-variate Analysis of Anxiety, Self-concept and Level of Aspiration with Academic Achievement for Higher Secondary Students**".
1.3 DEFINITIONS OF IMPORTANT TERM USED:

ACADEMIC ACHIEVEMENT:

Academic achievement of students in the present study, refers to the student's achievement in high school examination conducted by Board of High School and Intermediate Education, Uttar Pradesh, Allahabad.

ANXIETY:

Anxiety of students refers to an inhibitive state of the individual which obstructs or restrains him in achieving the objectives. In this study we have used anxiety as a state, not as a trait. It is associated with failure to meet their needs results in emotional disturbances that take the form of anxiety. Thus the researcher used this term as a state or condition characterized by the feeling of tension, depression, irritation etc.

SELF-CONCEPT:

Self-concept of students in this study can be defined as person's perception of himself. These perceptions are formed through his experience with his environment and are influenced especially by environmental reinforcements and significant others. One's perceptions of himself are brought to influence the ways in which he acts, and his acts in turn influenced the way in which he perceives himself.
LEVEL OF ASPIRATION:

Level of aspiration of students refers to individuals. This level represents him not only as he is at any particular moment, but also, as he would like to be in the future. Thus a person's level of aspiration gives us insight into his ideal self, the self that he would like to be.

ANXIETY AND ACADEMIC ACHIEVEMENT:

We all know that when our emotions are roused, learning becomes more difficult. People vary in their emotionality or neuroticism. Those high on this factor are likely to show anxiety and indecision, to be unable to concentrate and to have irrational fear. It has also been found that they lack perservance in the face of obstacles and are likely to give in or break down easily.

High anxiety comprises strong apprehension. When the work is very complex, the child high in anxiety does less well than others, but on simple tasks the highly anxious child does better. When the anxiety is mild and is highly specification its aim; it facilitates action rather than disrupts it. Children to whom this kind of anxiety is natural are likely to be more strongly motivated than average. We might therefore be justified in expecting such children to do well in contrast with those whose anxiety is general and strong enough to be disruptive.
At the junior level, Savae\textsuperscript{1} (1966) found that the correlation between neuroticism and academic success was not significant in eight year-olds, and Rusthon\textsuperscript{2} (1966), working with eleven year-old, found than anxiety had a negative correlation with verbal reasoning, English, arithmetic and teacher's rating. It would seem that the less anxious child is the more successful at this stage and that low neuroticism makes for better attainment Astington\textsuperscript{3} (1960) had likewise discovered that the most successful primary school boys were emotionally stable than the less successful ones. However the large scale study by Eyseneck and Cookson\textsuperscript{4} (1969) indicated that stable boys and girls did only marginally better than unstable ones.

The superiority of stable pupils seems to hold true at the secondary level also, though the evidence is suggestive rather than conclusive. Astington\textsuperscript{5} (1960) found that, as at the primary stages, the most successful boys were more emotionally stable, but he also they were slightly more nervous than the less successful ones.

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\item \textsuperscript{1} R.D. Savae, "Personality Factors and Academic Attainment in Junior School Children, Brit. J. Edu. Psychol. 36pp 91-92, 1966.
\item \textsuperscript{2} J. Ruston, "The Relationship between Personality Characteristics and Scholastic Success in Eleven-year-old Children", Brit. J. Edu. Psychol. 36pp, 178-84, 1966.
\item \textsuperscript{3} E. Astington, "Personality Assessment and Academic Performance in Boys' Grammar School", Brit. J. Edu. Psychol. 30.
\item \textsuperscript{4} H.J. Eysenck and D. Copokson, "Personality in Primary School Children", Brit. J. Edu. Psychol. 39.
\item \textsuperscript{5} Astington, Loc. cit.
\end{itemize}
Child\textsuperscript{1} (1964) found anxiety to be negatively correlated with achievement in the comprehensive school pupils he used. Entwistle and Cunningham\textsuperscript{2} (1968) found a similar negative relation between neuroticism and attainment in the 2,700 thirteen year olds they studied. Stable children showed the highest attainment score. On the other hand, Redding\textsuperscript{3} (1967), using a smaller sample of twelve year olds, found that stability and anxiety were equally irrelevant to over or under achievement.

At tertiary level, the Eysencks\textsuperscript{4} (1969) claim that it is the neurotic introvert who is the most successful student. Furneasure\textsuperscript{5} (1962) pointed out that 60 per out of stable extraverts fail their university examinations. Lynn and Gordon\textsuperscript{6} (1961) suggest that the optimum level of neuroticism for academic performance seemed to be about half a standard deviation about the national average. Entwistle and Wilson\textsuperscript{7} (1970) found no relationship between neuroticism and

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\textsuperscript{2} Entwistle and Cunningham, Loc. Cit.
\textsuperscript{3} Ridding, Loc.cit.
\textsuperscript{5} W.D. Furneasure, "The Psychologist and The University, Universities Quarterly, 17, 33-47, 1962.
\textsuperscript{6} Lynn and Gordon, Loc. cit.
\textsuperscript{7} N.I. Entwistle and J.D. Wilson "Personality, Study methods and Academic Performance, Universities Quarterly, 34, 1970.
\end{flushright}
academic attainment. They used college and university students in this study.

In summary, then, studies investigating the relationship between anxiety and academic achievement have given conflicting results. A review of related literature also revealed that there is a great dearth of studies conducted on scheduled class students at undergraduate level. The investigator, therefore, got naturally interested in having an adequate idea of the extent of relationship of anxiety with the academic achievement of the scheduled caste students at undergraduate level.

**SELF CONCEPT AND ACADEMIC ACHIEVEMENT:**

In the learning process and in the acquisition of academic achievement, it is realised by the researchers that the students with positive self-perceptions have more positive attitudes towards learning than the children with negative self-concepts. Lecky¹ (1945) perceived casual relationship between the learning and self-concept. Mohan² (1975) also found that high achievers have better self concepts than low achievers. All the root of every behaviour of an individual, self is

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the most vital factors which governs the behaviour. The field of research on self-concept is a very inviting and inspiring one.

**LEVEL OF ASPIRATION AND ACADEMIC ACHIEVEMENT:**

The recent upsurge in the research conducted on level of aspiration and academic achievement stems from the apparent belief that children's ambitions are key factors in the school achievement. Many theorists assume that the child's development needs positive or high level of aspiration, be the basis for educational process. Finally, the possibility still exists that the entire notion suggesting level of aspiration as a viable mechanism for enhancing achievement, is erroneous.

Thus, the purpose of this study is to determine whether level of aspiration and academic achievement are causally related, and if so, what would be the direction of causation.

**1.4 OBJECTIVES OF THE STUDY:**

The objectives of this study are as follows:

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.
1.5 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.
   (ii) 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.

1.6 JUSTIFICATION OF THE STUDY:

During the study period at M.Ed. level the investigator had studied various subjects but "Guidance and counselling" provided her an insight into the innumerable career choice and the limitations attached with them. She was even perturbed by the thought that which variables affect the academic achievement of a student at secondary level. She pondered a lot on this and this very question led her to do this research work. She chose this problem as the topic of her research. Out of a number of factors, she concluded that self-concept, anxiety and level of aspiration play a significant role in the achievement of a student. Hence it would be truly justified on her part to elaborate on the relationship of anxiety, self-concept and level of aspiration with academic achievement of a student.
1.7 SCOPE AND DELIMITATIONS OF THE STUDY:

The following was delimitations 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.

1.8 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. Early work concentrated on anxiety as the explanatory factor and this is still the single most effective predictor of academic achievement. But now a days some research work has drawn attention
to the importance of anxiety, level of aspiration and self-concept on the work in educational institutions.

A knowledge of the extent to which anxiety, level of aspiration self concept exerts its influence on the academic achievement should be the matter of interest to the educators. 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 or her need is rendered impossible, various form of mal adjustment are likely to crop up. The pupil who has failed to make adequate progress in the academic field has a tendency to adopt certain type of escape-mechanism in order to gain the recognition he desires and to make situation tolerable for himself or herself. There has been considerable evidence that the student's failure in meeting out his or her meaningful goals, ambitions and aspiration become a contributing cause of maladjustment.

Now the question arises why some students do so poorly in the various examinations and why some students achieve remarkably good marks. Although no easy answer is possible to this intricate question, the difference among students can be sought in the difference between the anxiety, level of aspiration and self-concept of the students of these categories. Some students support the notion that the anxiety is an important factor that only influence pupil's achievement but also other factor that influence pupil's achievement. If therefore any study which probes scientifically the multivariate
analysis of anxiety, level of aspiration and self-concept with academic achievement should be of great interest to the students as well as to others. It is in this respect that there is significance of the study in hand. The present study will through some light how the academic achievement affects by seeing the relationship of anxiety, level of aspiration and self-concept.

Thus this study will give them some insight for the good of the students, teachers, who are aware of those problems and have strategies for dealing with them, can better serve, the student, they teach. The study in hand, the researcher believes, will enlighten the minds of the teachers and the administrators to meet and suit the needs of the students. Being high level of aspiration, anxiety and self concept: it was naturally expected that the academic achievement of the students affected. It becomes difficult for them to understand their self correctly.

The need for research in this area as judged from educational point is vital and urgent. There is considerable paucity of research attempting to understand the relationship of anxiety, level of aspiration and self-concept with academic achievement of higher secondary students. The present study is an attempt to throw light on this neglected area of secondary education.

The findings of this study may help teachers, guidance personnel's and counselors in giving proper guidance to the students
and their guardians. The researcher therefore thought it to be imperative to make a scientific study of anxiety, level of aspiration and self concept with academic achievement for higher secondary students.

It has been observed that the characteristics that set top performance a part had nothing to do with cognitive abilities etc. such qualities may be more important to success in their academic achievement.

Research has also shown that our physiological processes are affected by what we think, feel and how we react. It also shows that the inability to manage our emotions efficiently, leads to diminished mental clarity and blocked access to our innate intelligence which in turn adversely affect the academic achievement.

Finally, the multi-variate analysis of anxiety, level of aspiration and self-concept with academic achievement for higher secondary students has, perhaps never been made. Looking from this point of view the study in hand has its own significance. It may add some new knowledge to be edifice existing knowledge in this area.