CHAPTER – III
REVIEW OF LITERATURE

Review is not only important from the theoretical point of view but it also provides insight into the relevance, scope and theoretical basis of the problem itself under study, guidelines for choosing an appropriate procedure and tools for the study to be taken. It is very important aspect of a research process because it gives a vast understanding and knowledge to the researcher in the field concerned. This intends to study and helps the investigator to establish a critical relationship of the study in hand with previous studies done on one aspect or the other related to the study. This also helps the investigator in avoiding the duplication of work on the same problem.

Realising the importance of review Best" (1963) writes........ "A familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing and what problems remain to be solved."

The literature in any field forms the foundation upon which the future work will be build. If we fail to build this foundation of knowledge provided by the review of the literature our work is likely to be shallow and native and will often duplicate work that has already been done by some one else." W.R. BORG.
Indeed the review of related literature is important to gain the knowledge at that particular field. It is very essential for a research study in any field of human knowledge. If the investigator has no knowledge of the consideration he may repeat the work done by others unnecessarily. Therefore one must require this knowledge before starting the work and know various techniques of working.

The study enables to have a clear and comprehensive view of all the latest trends, methods, tools and techniques, makes aware with the frontiers of the problem, contributes to the scholarship of the investigator and develops deep insight into the aspects, stimulates thinking and promotes creativity, provides concepts and data for evaluation, interpretation, comparison and discussion.

The review of research literature pertaining the problem revealed that academic achievement affects by many variables like anxiety. Self-concept and level of aspiration etc, a lot of studies and investigations have been made, particularly in the India, United States and in the United Kingdom. A further review of the related literature would bring to light the factors which have been remained unexplored in relation to academic achievement. This would explain the importance and necessity of the present study. The purpose of the following chapter is to summarize the vast literature on academic achievement and level of aspiration into some meaningful categories.
The existing work that are directly or indirectly related to the present study may conveniently be classified into the following segments.

**STUDIES RELATED TO ACADEMIC ACHIEVEMENTS:**

- Studies Conducted in India
- Studies Conducted Abroad

**STUDIES CONDUCTED IN INDIA:**

A few studies in this context have been conducted in India also. **Sharma**\(^1\) (1964) conducted a study to find out the relationship of anxiety with academic achievement. Academic achievement of students was found out to be significantly related to the level of anxiety.

A study designed by **Joshi**\(^2\) (1965) to see how anxiety was related to scholastic achievement. He found negative relationship between anxiety and achievement in different school subjects.

**Sharma**\(^3\) (1968) studied the relationship of self-concept with anxiety and achievement. Subjects with negative self-concepts were found to be significantly more anxious than subjects with positive self-

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3. S. Sharma, Relationship of Self-concept with Anxiety and School Achievement of Adolescents, Ph. D. Education Punjab University. 1968
concepts. The value of both concepts denoted a significant linear relationship between two measures of self-concepts and anxiety.

**Pandit**\(^1\) (1969) conducted a study on 145 boys to find out the role of anxiety in learning and academic achievement. Subjects having less anxiety were found superior in learning and achievement to those having more anxiety. Subjects with low intelligence and high anxiety did not improve in achievement up to the expectation as a result of induced anxiety. High achievers were more anxious than low achievers.

**Rao, T.V.**\(^2\) (1975) regarding the professional aspiration of students of a medical college he found (1) preference for work in rural areas seemed to remain low from the beginning, with tendencies to decrease by the time they reached the final year, (2) the percentage of students desiring to go abroad has increased by about 3.4 percent from the first year MBBS to the final year MBBS, (3) the desire to set up private practice and status drive had increased from the first year to the final year, (4) the difference between the first year's and final year's rating of their professional present and future were statistically significant.

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A study was undertaken by Vishnoi\textsuperscript{1} (1975) to know how anxiety is related with over and under achievement phenomenon.

The major findings of the study were:

(i) Intelligence bears a significant positive relationship with academic achievement.

(ii) Anxiety and achievement are inversely related.

(iii) Under achievers suffer more foam anxiety than the over achievers.

Grover, S.\textsuperscript{2} (1979) found that the total single showed a positive correlation between fathers' and mothers' aspiration. The high aspiring parents showed significant correlation between fathers high aspiration and the trait of dominance in boys. The low aspiring parents did not show any significant difference in the school achievement of children belonging to the groups of parents where father was aspiring and mother was high aspiring and where both father and mother were low aspiring.

Gupta\textsuperscript{3} (1978) conducted a study to find out the relationship

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between anxiety and achievement with respect to economic status. The low anxiety group had higher mean achievement motivation than the high anxiety group but the difference was not significant girls were more anxious than boys. Correlation between anxiety and achievement motivation in all the groups having low academic achievement was negative irrespective of socio-economic status.

Kathuria, P.R.¹ (1982) found that there existed negative and non-significant relationship between scholastic achievement and global prolonged deprivation, scholastic achievement and different components of prolonged deprivation. The relationship between prolonged deprivation and global vocational interests and prolonged deprivation and various fields of vocational interest was not found to be significant.

Mathur, D² (1982) results indicated that the mean score analysis of both frequency scores and problem scores (controlling number of responses) indicated a generally normal pattern of distribution for the research indicators used. This suggested overall validity for discrete indicators in terms of usage in the data sample selected.

¹ Kathuria, P.R., "Scholastic achievement and vocational interests as related to prolonged deprivation", Ph.D. Psy. RSU, 1982, 1.
Kumari, S.\(^1\) (1983) noted that for taking more risk, it was essential to have high aspiration and positive or moderate self-esteem. Deviance, self-esteem and aspiration independently and simultaneously affected risk-taking behaviour. Both ends of self-esteem (positive and negative) promoted risk-taking behaviour in deviant adolescent girls whereas moderate self-esteem did so in non-deviant risk-taking behaviour, whereas low aspiration and negative self-esteem demoted risk-taking tendencies.

Annamma, A.K.\(^2\) (1984) found that the majority of students did not have clear goal about education, occupation or marriage. Male students exhibited higher aspiration than female students, but no discrepancies were seen between self and parental aspiration.

Panneerselvam A.\(^3\) (1984) found that in the agricultural community, the parental aspirations were related to the father's educational level, family income, caste occupational awareness of the parents, and the sex of the child, but not to the size of the family, age of the father, type of family, birth order of male children. In the industrial community, the parental aspirations were related to


educational levels of father and mother, family income, age of father, occupation and awareness of parents, but not to the age of children, religion and caste of the parents. The parental aspirations for the first child, whether boy or girl, did not differ in the industrial community whereas they differed in the agricultural community.

**Prakash, V.**\(^1\) (1984) found that area (urban and rural), sex, caste, locus of control as a single main variable did not show significant difference on the level of aspiration. The high risk taking students differed significantly from low-risk taking students on level of aspiration depicting high-risk taking students to be more realistic. Out of the five four factor interaction effects, area, sex, risk-taking and locus of control together showed significant interaction on level of aspiration.

**Chand, J.**\(^2\) (1985) in his study of various Naga Tribal pupils found that educational aspirations AO pupils were significantly different from those of Sema pupils, they were found similar to those of the Angami pupils. However, Angami and Sema pupils appeared similar on the same variable. The educational aspiration of boys belonging to the Angami, AO and Sema tribes differed significantly


from those of girls in the respective tribes. Boys belonging to the three tribes were found to have similar educational aspirations. The educational aspirations of girls belonging to the Angami and AO tribes were found to differ significantly from those of girls in the Sema tribe, whereas Angami and AO girls appeared similar on this variable.

Mathur Abha\(^1\) (1985) revealed a comparative study of the adjustment problems, level of aspiration, self-concept and academic achievement of crippled children. The major objective of this study were (1) To compare the home adjustment, health adjustment, social adjustment, emotional adjustment, school adjustment and total adjustment of crippled and normal children. (2) To compare the LOA of crippled and normal children. (3) To compare the self-concept of cripple and normal children. (4) To compare the academic achievement of cripple and normal children. The sample comprised 50 cripple children ranging in age from 13 years to 16 years. Studying in high school and intermediate college of Allahabad city and 50 normal children matched with crippled children in age, Sex, IQ, Socio-economic status, institution and class. The maturity was made in pairs significant differences were found between crippled and normal children, boys and girls respectively. When academic achievement of

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crippled children and girls were compared with that of normal children, boy and girls respectively, no significant difference was found between them. About 20 to 84 percent of the crippled children were found to be facing various educational problems.

**Mehrotra**¹ *(1986)* conducted a study to find out the relationship between intelligence, socio-economic status. J.A. Tayler's Manifest Anxiety Scale and Eysenck's Neuroticism Inventory were used on the sample of 170 students of Medical Colleges. No relationship was found between anxiety and high achievement.

**Patel**² *(1986)* conducted a study to find out the relationship between achievement and intelligence, neuroticism, anxiety and socio economic status. J.A. Tayler's Manifest Anxiety Scale and Esyenck's Neuroticism Inventory were used on the sample of 170 student of Medical College. No relationship was found between neuroticism and high achievement. There was no relationship between anxiety and high achievement.

**Narang**³ *(1987)* conducted a study to find out the effect of

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¹ S. Mehrotra, *A study of Relationship between Intelligence, Socio-Economic Status, Anexity, Personality Adjustment and Academic Achievement of Highs School Student*. Ph.D. Education.


socio-economic status on the academic achievement. He employed the Survey Method of Research to study the effect of the immediate factors on anxious students in the middle range of ability obtained lower grades and higher percentage of academic failure than non-anxious students of comparable ability. Students of low ability earned poor grades irrespective of their anxiety level.

Anil, Saraswat (1988) found that boys-girls, rural-urban students, science-art students significantly different in their occupational aspiration. The co-efficient of correlation among achievement, motivation, occupational aspiration and academic achievement were found to be significant.


Major Findings:

1. Rigiding went with anxiety whereas Flexibility did not.

2. Unrealistic goal settings (GDS) with high discrepancy promoted were anxiety than realistic goal setting with lower discrepancy.

3. Being rigid or flexible did not seem to influence conflict.

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4. Conflated scores were slightly affected by the L.O.A as measured by F.D.S. but they were not affected by ADS.

5. Anxiety and conflict had very little relationship for the flexible subjects, and low positive correlation for rigid subjects.

6. Anxiety and conflicts scores had very little relationship for unrealistic (GDS) and realistic. (ADS) and realistic (ADS) aspiration group of subjects.

*Humani, Shive (1990)* A study of modernity of under graduate Students with reference to their socio economic status, self, concept and level of aspiration. Ph.D., Edu. Agra University.

**Major Findings.**

1. UGG were in general more modern than UGB and they differed significantly in input of all the four areas of modernity.

2. Rise in SES resulted in significant increase in modernity of under graduate boys and under graduate girls.

3. As self concept finorcased under graduate boys and under graduate showed significant increase in modernity (self-concept) in general was propollutants to modernity in general was propollutants to modernity.

4. As level of aspiration in modernity. Level of aspiration was under graduate boys and under graduate showed a decline in modernity. Level of aspiration was not propellant of modernity.
5. Under graduate boys and under graduate belonging to the high socio-economic status were significantly more modern than their counterpart from the lower SES.

**G. Jain** (1990) found that both rural and urban (secondary and higher secondary) adolescent girls aspire to study science as their first preference, and prefer government service as a first choice – followed by banking, civil services and clerical work. The aspiration level of both rural and urban girls was found to be average.

**R.J. Singh, and P.S. Sengar** (1990) found that class VIII rural subjects, vocational experiences were influenced by self-concept and socio-economic status. This negative self-concept would lower vocational aspirations.

**Kaur, D.** (1990) found that both educational and vocational aspiration were influenced by sex, socio-economic status and locality. Urban students differed significantly in their educational preferences as well as vocational aspiration. Rural students largely aspired for high academic degrees while urban youth tended to aspire for high

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professional degrees.

S. Singh (1990) found that there was no significant relationship between creativity and level of aspiration of scheduled castes students. The creativity of any students did not influence his level of aspiration.

Vijay (1990) explored, certain personality traits, achievement and level of aspiration of children of working and non-working mothers and found quite a few significant differences but not specific enough, considering that an SES scale, the 16 PF test and on LAO test were used.


Problem:

The present study deals with the problem of self-concepts and tries to make a comprehensive study of a particular dimension of self-concept. viz, the dimension of competence and its relationship with mental health and academic achievement.

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2 Vijay "A study of personality educational achievement and level of aspiration among the children of working and non-working mothers". Ph.D. Edu. Agra Univ. 1990.
Major Findings:

1. Real self-concept scores, ideal self-concept scores, real-ideal discrepancy scores and mental ill health scores were found to be more or less normally distributed in the sample, and the three group, did not differ significantly among themselves in respect of distributions of scores on these variables.

2. Real self-concept and ideal self-concept were highly correlated.

3. Students with high real self-concept scores showed lower discrepancy scores.

4. Students who perceived themselves to be highly competent were relatively free from mental ill-health symptoms.

5. A trend could be noticed to suggest that high ideal self-concept was conductive to mental health.

6. Discrepancy blue real and ideal self-concepts was found to be associated with mental ill-health.

7. Academic achievement was positively associated with perceived intellectual competence but not with scores of other areas of self-competence. However, ideal self-concept regarding their competence did not seem to affect the academic achievement scores.

8. Discrepancies blue real and ideal self-concept did not affect the academic achievement of the commerce group: but in the science
group, there two were positively related.

9. Regression coefficients revealed that intellectual competence had high positive influence upon the academic achievement of both the Science group and the commerce group. The other facts of competence showed a negative influence on the academic achievement of the science group.

10. Students who revealed mental ill health symptoms were poor in academic achievement.

D.G. Das\(^1\) (1991) study showed that non-scheduled tribes students were very high in respect to educational aspiration and vocational aspiration levels as compared to scheduled tribes students. Male students were found to be having a higher aspiration level than girls students.

S.C. Santa\(^2\) (1991) noted that the parents of santhal children studying in higher classes of primary schools exhibited more aspiration, health and nutrition their family and home environment scores were higher in comparison to those parents whose children were studying in class 1. The factors of parental life and aspiration


were not closely related with the psychological attributes of their children.

Krewer\textsuperscript{1} (1992) found the women have lower aspiration of leadership roles than men and both women and men have lower career projections for females than they do for males, women have lower career aspiration, their socio-economic status and level of the mother's education are related to women's leadership aspiration. The students of business and public administration had higher aspiration of leadership roles and those of education.

Qureshi and Bhargava\textsuperscript{2} (1993) found that goal setting behaviour affects certain needs. Low and high aspiration group of girls were found significantly different five needs – endurance order, exhibition, succorance and nurturance, low aspiration group revealed, lesser endurance, less ordered, poorly.

Prabha Gupta\textsuperscript{3} (1994) conducted a study of some correlates of the success in medical entrance examination. The main correlates taken were intelligence, creativity, interest, study habits, socio-

\textsuperscript{1}Krewer, Barbara, "Katherine Women and Leadership, The Effect of gender role orientation, socio-economic study and parental influence on women's aspiration to leader roles". Ph.D. Western Michigan University (1992).

\textsuperscript{2}Qureshi, Anjum N. and Bhargava M., "Level of aspiration as determinant of need patterns, "Journal of Personality and clinical studies 9 (1-2), 103-6, 1993.

\textsuperscript{3}Gupta, Prabha, "Some Correlates of the Success in Medical Entrance Examination Such as Intelligence, Creativity, Interest, Study Habits, Socio-economic Status and Level of Aspiration."
economic status and level of aspiration. The main objective of study was to find out the dependence of these variables with respect to achievement in the medical entrance examination. The study was conducted on a sample of 250 students chosen from the medical college of U.P. The conclusion which were drawn (i) Intelligence has been found major and first most powerful contributor for the success in pre-medical entrance examination. (ii) Level of aspiration also contributes the moderate role and motivates a student to achieve success in pre-medical entrance examination. (iii) Study habits and creativity has been found a feeble contributor to achieve success. (iv) The socio-economic status as a whole has negligible contribution to achieve success in pre-medical entrance examination.

M.Q. Hussain\(^1\) (1997) in his study found that the effect of level of aspiration on the academic performance has significantly correlated and high and low aspiration showed unrealistic and defensive, attitude and low aspiration showed unrealistic and defensive attitude resulting in low achievement.

Archana, Aggarwal\(^2\) (1998) found scheduled castes students to be inferior to non-scheduled castes students in terms of socio-

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1 Hussain, M.Q. "A study of academic achievement in relation to level of aspiration and anxiety (1997).
economic status, self-concept occupational aspiration and academic achievement, but the scheduled castes students did not differ from the non-scheduled castes students in terms of their intelligence. The occupational aspiration of scheduled castes girls was lower than that of their male counterparts.


**Problem:** The study address itself to the problem of the nature of aggression among adolescent and seek its manifestation and effect on individuals and its relationships with certain variables such as self-concept, achievement motivation and performance.

**Major Findings:** (1) There was no correlation of aggression with self-concept, achievement, motivation and performance (both academic and non-academic). However, there was a civilian relationship of aggression with self-concept and academic and non-academic performance, but no correlation of this sort was found between aggression and achievement motivation. (2) The girl showed a Curvilinearc relationship between achievement motivation and aggression. While the boys showed no relationship between these two variable. (3) Both academic and non-academic performance did not contribute anything to aggression either independently or in
combination. (4) Boys were higher on aggression sources than girls. (5) More high aggression subjects had more frustration as compared to low aggression subjects.

Nuwal, Nirmala\(^1\) (1999) in her study found that non-tribal students showed relatively higher pattern of level of aspiration than the tribal students. The total girls possessed significant higher level of aspiration than their counter parts boys- tribal girls were found to possess higher level of aspiration than the tribal boys. Both tribal and non-tribal boys and tribal and non-tribal girls were found to be equal in respect of their level of aspiration.

Pal, S.\(^2\) (2001) in his M.Ed. dissertation found that the level of aspiration is the second best predictor in case of male teachers while in case of female teachers it the third predictor. The first best predictor in both the cases was intelligence. Socio-economic status was second best predictor in female teachers and third predictor in case of male teachers.

Deepshika, Sharma\(^3\) (2002) in her unpublished thesis found that the level of aspiration was second best predictor in case of

\(^1\) Nuwal Nirmala, "A study of personality characteristics value pattern, level of aspiration and-self-concept of female and male tribal and non-tribal X-grade students and their relationship with achievement, 1999.


\(^3\) Sharma, Deepshikha, "Predictors for selection in Professional Courses (2002)."
teaching profession. While for engineering and medical profession it was third best predictor. The first predictor in all the three professions was intelligence. Socio-Economic status was second best predictor in case of engineers and doctors while it was third predictor in case of teachers.

Devi & Prashanti\textsuperscript{1} (2004) "Self-concept of adolescents in urban and rural areas". Reported that pupils staying in rural areas generally suffer from social and cultural deprivation in comparison with urban pupils, the environment plays a determining role student in self-esteem.

**Conclusion:** No significant difference was found with regard to self-esteem of urban and rural adolescents. Significant difference were found in academic achievement between urban and rural adolescents such as urban adolescents significantly higher on academic achievements than rural adolescents, significant differences were found with regard to self-esteem between male and female.

Manas Ranjan Panigrahi\textsuperscript{2} (2005) conducted a study on "Academic achievement in relation to intelligence and socioeconomic status of high school students". This study was undertaken to examine


\textsuperscript{2} Manas Ranjan Panigrahi (2005) "Academic Achievement in Relation to Intelligence and Socio-economic Status of High School Students", Edutricks, Vol. 5, No.2.
the influence of intelligence and socioeconomic status on the academic achievement of high school students, the investigator finds that there is significant and positive correlation between academic achievement and intelligence, while there is a low positive correlation between academic achievement and socioeconomic status.

Asha Sharma (2005) "A study of extraversion and Anxiety as the correlates of Academic Achievement of scheduled caste undergraduate students." Ph.D. Edu., C.C.S. University, Meerut. Following are the findings of this study:

1. There is a significant difference between mean achievement scores of the extraverted and introverted male scheduled caste undergraduate students of art stream.

2. There is a significant difference between mean achievement scores of extraverted and introverted male scheduled caste undergraduate students of science stream.

3. There is significant difference between mean achievement scores of anxious and non-anxious male scheduled caste undergraduate students of art stream.

4. There is a significant difference between mean achievement scores of anxious and non-anxious male scheduled caste undergraduate students of science stream.

5. The correlation between academic achievement and introversion
for male as well as for female scheduled caste undergraduate students of art stream were found to be significant.

6. The correlation between academic achievement and stability for male as well as for female scheduled caste undergraduate students were found to be insignificant.

Sri Kant Reddy, V. Bala Koteswari & T. Tirumala Rao\(^1\) (2005) studied Source of stress among Adolescents. Adolescence is referred to as one of the important phases of life span where significant transition takes places and is critical in causing emotional disturbance. Keeping this in view an attempt has been made in this study to investigate the source of stress that would disrupt the normal functioning of his/her life. A sample of 100 adolescent boys and girls was randomly drawn from various schools. The results of the study and its implication are highlighted in the light of their contexts. The following conclusion were drawn:

- Social and psychological relations, financial conditions and health and physical development are the chief source of stress in adolescent boys.
- Social, recreational activities are also stressful for adolescent girls.

Adolescent girls have generally experienced less stress in all areas when compared to adolescent boys.

Shiva Kumar K., H.S. Ashok (2006) studied "Self-concept among institutionalized and normal school children". The present study was carried out to compare the self-concept among institutionalized and normal school children. The sample consisted of 120 children. Each subject was individually administered Susan Harter's self-perception profile. The perceived differences on the self-concept of children from the three groups of the sample were analysed using Behren Fisher Test ('t'). Result showed that the institutionalized children had lower self-concept compared to the normal school children and the result also showed that backward community children had lower self-concept compared to the upper caste children.

Conclusion:

- The findings of the study has confirmed the hypothesis that the institutionalized school children have low perceived self-concept than the normal school children.

- The finding of the present study also show that the backward community children have low perceived self-concept than the forward community children.
Sbhobha Joshi and Rekha Srivastava\(^1\) (2008) Self-esteem and academic achievement of adolescents. The present study was undertaken to investigate the self-esteem and academic achievement of urban and rural adolescents, and to examine the gender differences in self-esteem and academic achievement. The sample of this study consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12 to 14) were equally distributed among the urban and rural sample. Self-esteem was measured by Self-esteem questionnaire and academic achievement was measured by academic school records. The findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescent. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

Surabhi Purohit, Neelam Praveen\(^2\) (2008) has studied "Role

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of parental styles in Nurturing the self-concept among adolescent girls." The study attempted to examine the relationship of parental styles with self-concept among adolescent girls. The sample consisted of 900 participants i.e., 300 adolescent girls and their parents (300 father and 300 mothers). Two instruments – Transactional styles inventory (TSI-P3) by Purohit and self-concept questionnaire (SCG) by Saraswat were employed on the subjects. The result clearly indicate that OK style of both fathers and mothers were related to positive self-concept, whereas their not OK styles were correlated with negative self-concept of adolescent girls.

**Dr. Sharma Anjali¹ (2009)** has studied "Impact of scholastic achievement on vocational maturity and level of aspiration". A sample of 300 students of XI standard form arts and science discipline were taken. The overall picture resulting from the results strongly advocates that scholastic achievement has a great influence on the vocational maturity of student grade XI. Level of aspiration results confirms that scholastic achievement has no impact on level of aspiration as students without caring about their studies they are highly aspirant. The conclusions of the study is that the academically strong students are mature towards their vocational development as well as have high

¹ Dr. Sharma Anjali (2009) has studied "Impact of scholastic achievement on vocational maturity and level of aspiration". International Journal of Education and Allied Sciences, Vol. 1, pp. 81-86, Dehradoon.
level of aspiration and academically poor students are not vocationally mature but have high level of aspiration.

**S. Singaravely** (2009) has studied "test anxiety and academic achievement in mathematics of high school students". The present study aims at studying the relationship between test anxiety and academic achievement in mathematics of high school students in Puduchery. The sample consists of 300 high school students wing cluster sampling technique. The test anxiety scale for children (TASC) by Sarson and Average half yearly marks from school office register are used to assess test anxiety and academic achievement respectively. Finding revealed that higher that test anxiety, lower was the academic achievement in mathematics. Also students with average level of test anxiety achieved more than the students with high and low level of test anxiety.

**Mrs. Rashmi Nagi and Pratiksha Tayal** (2009) have studied "Effect of anxiety on the academic achievement of graduate females". On the basis of analysis and interpretation of data it has been observed that general anxiety had relatively little effect on the academic achievement. The conclusions are as follows:

• Students suffering from high anxiety are low-achievers. Over anxious students have difficulty in making progress in learning.

• Student having a normal anxiety level are above average achievers. Normal anxiety level has a positive effect on academic achievement of graduate females.

• Students having low anxiety level has a positive effect on their academic achievement. They are average achievers, low anxiety level students are know to be under motivated and sluggish but this investigation show that low anxiety help students to perform well.

P.K. Aruna, A.K. Amanulla\(^1\) (2009) has studied "Academic achievement in relation to social phobia and socio-economic status". This study showed a negative correlation between social phobia and socio-economic status suggesting that if the parents are educated and economically sound, the social phobia can be removed.

**Conclusion:**

• Significant difference in achievement and social phobia.

• A negative relationship was observed between achievement in social studies and social phobia, and socio-economic status and social phobia. This relationship indicates that the increase in

achievement in social studies and socio-economic status is negatively related to the social phobia of secondary school students.

H.D. Gurubasappa¹ (2009) has studied "Intelligence and self-concept as correlates of academic achievement of secondary school students." In the study, the investigator finds that the highly intelligent students and students with better self-concept achieve high in school, i.e., the academic achievement of students is certainly influenced by psychological factor like intelligence and self-concept. On the basis of the present study it is concluded that the highly intelligent students in a school achieve high. The students with better self-concept will definitely achieve high. The product of learning that is academic achievement of students – is certainly influenced by psychological factors like intelligence and self-concept.

K. Vijay Kumari² (2010) has studied "Some correlates of academic achievement of secondary school students". The present study focused on the relationship of academic anxiety and achievement motivation with academic achievement. It also tries to

find out the main and interaction effects of academic anxiety. Achievement motivation and sex on academic achievement. This study was conducted on a sample of 400 ninth standard students of Kerala State. Finding of the study reveal that academic achievement is negative related to academic anxiety and positively related to achievement motivation. The main effects of the three variables, academic anxiety, achievement motivation and sex on academic achievement is significant and the interaction effect of academic anxiety and sex as well as achievement motivation and sex are significant on academic achievement.

**G.H. Parvathamma, R. Sharanamma (2010)** studied 
"Anxiety level and level of confidence and their relation with academic achievement. Among the various factors related to academic achievement anxiety and self-confidence are unavoidable as these factors continue to receive a considerable amount of attention. Self-confidence and anxiety aid or obstruct achievement. In this way, school is the most appropriate place where various activities can be organized to foster self-confidence among students. In the present study, the researchers made an effect to know the relation to anxiety and self-confidence with academic achievement.

**Major Findings:** On the basis of this study, the following major findings were obtained.
1. There is significant correlation between anxiety and academic achievement.

2. There is significant correlation between self-confidence and academic achievement.

3. There is significant difference between anxiety level of boys and girls.

4. There is a significant difference between self-confidence level of boys and girls.

Mohammad Aryana (2010) "Relationship between self-esteem and academic achievement amongst pre-university students". The research highlights the relationship between self-esteem and academic achievement in the pre-university students. The random sampling was used for collecting the data, 50 males and 50 females were chosen randomly. The result demonstrated that there was significant positive relationship between self-esteem and academic achievement.


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1 Mohammad Aryana "Relationship between self-esteem and academic achievement amongst pre-university students." (2010)
school type, social strata and perceptions of quality time with parents.” The broad objective of the study was to understand anxiety among adolescents in Kolkata city, India. Specifically, the study compared anxiety across gender, school type, socio-economic background and mothers’ employment status and their overall impact on academic achievement. A group of 460 adolescents (220 boys and 240 girls), aged 13-17 years were recruited to participate in the study via a multi-stage sampling technique. The data were collected using a self-report semi-structured questionnaire and a standardized psychological test, the State-Trait Anxiety Inventory. 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. Adolescents belonging to the middle class (middle socio-economic group) suffered more anxiety than those from both high and low socio-economic groups (p<0.01). Adolescents with working mothers were found to be more anxious (p<0.01).

Aarepattamannil, Shaljan, Freeman et.al (2011)\(^1\) studied the “Intrinsic motivation, extrinsic motivation, and academic achievement among Indian adolescents in Canada and India.” The purpose of the present study was to examine the relationships among intrinsic

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motivation, extrinsic motivation, and academic achievement for the Indian immigrant adolescents in Canada in comparison to their counterparts in India. Descriptive discriminate analysis indicated that the Indian immigrant adolescents in Canada had higher intrinsic motivation and academic achievement than their peers in India. By contrast, the Indian adolescents in India had higher extrinsic motivation than their counterparts in Canada. Hierarchical multiple regression analyses revealed the positive predictive effects of intrinsic motivation on academic achievement for both the Indian immigrant and Indian adolescents. While extrinsic motivation had a negative predictive effect on academic achievement for the Indian immigrant adolescents in Canada, it was not a significant predictor of academic achievement for the Indian adolescents in India.

**Education and Science (2011)**, a research was on the relationships among study habits, test anxiety, achievement, motivation, and academic success were investigated in a Turkish tenth grade high school sample consisting of 510 participants, 267 (52.4%) of whom were females and 243 (47.6%) were males. The data were collected by the Turkish version of Test Anxiety Inventory (TAI), Study Habits inventory (SHI) and Self-evaluation Inventory (SEI). Students’ GPA was accepted as the indicator of their academic success. Small but significant correlations were found between the worry subscale of TAI scores and academic success ($r = -0.18$, p
0.01), and between the Study Habits Scale scores and academic success level \( (r = 0.15, p < 0.01) \). A positive relationship between study habits scores and achievement motivation level \( (r = 0.39, p < 0.01) \) was found. Gender, worry subscale of TAI and study habits predicted academic success in general. No correlation was observed between achievement motivation and academic success. Test anxiety and study habits were associated positively with academic success and there was no association with achievement motivation. Females were significantly higher in test anxiety scores as consistent with the literature. Findings - the purpose of this study was to investigate the interrelationships among test anxiety, study skills and achievement motivation and to find out the predictive power of these non-cognitive factors in academic success of high school students. Some well-known empirical tendencies were confirmed. According to the correlational analyses, worry dimension of test anxiety was negatively associated; good study habits and being female were positively associated with academic success, which is in accordance with the literature. 328

TUNCAY ERGENE Achievement motivation was not associated positively with academic success.

Prakash Chandra Jena & Harendra Singh (2011)\(^1\) conducted on

"Effect of Co-Operative Learning Methods on Academic Achievement of Secondary School tribal Students in Science: An Experimental Study". They found that the present study has been conducted in Kalahandi, one of most tribal districts of Orissa. It is an experimental study and two group matched pre and post test experimental design was used to conduct the experiment. The investigator has taken 80 secondary school students (40 boys and girls) by using purposive random sampling technique. Collection of data the investigator has standardized the tests. For analysis and interpretation of data the investigator has also used t-test. It was found that co-operative learning influences academic achievement of tribal students.

Kirti Munjal & Jasim Ahmad (2012)\(^1\) studied on "Academic Anxiety and Personality Types of Class X Students". The broad objective of the present study is to understand better academic anxiety among adolescents in Ambala commissionary of Haryana. Specifically, it aims to assess the relationship between academic anxiety and personality types (Type A, Type B and Type AB) of students studying in class X. The effect of gender and type of school has also been studied. The findings reveal that there is a significant

difference in the mean level of academic anxiety experienced by male and female students and also a significant difference in the mean level of academic anxiety experienced by students having different personality types. But there is no significant difference in the mean level of academic anxiety experienced by male and female students having different personality type. Also, there is a significant difference in the mean level of academic anxiety experienced by government and public school students and also in academic anxiety experienced by government and public school students having different personality types.

STUDIES CONDUCTED ABROAD:

A study was made by Sarason\(^1\) (1974) on 61 boys and 75 girls to measure the test anxiety and need achievement. Analysis of variance of PAT scores yielded a significant need achievement effect for boys.

Lynn\(^2\) (1976) conducted a study to find out the relationship between underachievers, achiever and personality measure of anxiety, depression and self-concept. There was a significant relationship between anxiety and grade point average.

A study was undertaken by Agnes\(^1\) (1980) to study the influence of status on performance, goal setting, anxiety, need achievement under controlled condition. A factorial analysis of covariance was used. Achievement scores were only slightly higher in case of high status. Anxiety scores were only slightly lower in high status group in the same sex, but tended to be higher in the group of high status and lower in the group of low status in case of mixed sex.

A study was made by Covington and Omelich\(^2\) (1987) to study the effects of anxiety on school achievement. They reported a negative correlation between virtually every aspect of school achievement and wide range of anxiety measures. They concluded that anxiety can be both a cause and an effect of school failure. Students do poorly because they are anxious, and their poor performance increases their anxiety. Some students are anxious in many situations (trait anxiety), but some situations are especially anxiety provoking (state anxiety). Anxiety seems to have both cognitive and affective components. The cognitive side includes worry and negative thoughts-thinking about how bad it would be to fail and worrying that you will. The affective side involves physiological and emotional reactions such as sweaty


palms, upset stomach, racing heartbeat, or fear. Whenever there are pressures to perform, severe consequences for failure, and competitive comparisons among students, anxiety may be encouraged.

A study was conducted by Pang\(^1\) (1991) to see the relationship of test anxiety and mathematics achievement to parental values Asian American and European – American middle school students. Data were collected from 25 Asian-American and 71 European-American students enrolled at a middle school in a large north western metropolitan district. During the course of testing, several students were transferred out of the school. In addition, the information given by three students was inconsistent and had to be discarded. The final data pool consisted of 25 Asian-American and 66 European-American students. Some questionnaire items were not answered by all students, resulting in small differences in simple size for various analysis. The Asian-Americana, division by place of birth was not possible. The Asian-American sample included 13 disadvantaged group when compared to other caste groups, and did not differ significantly from others in respect to extraversion.

A study was made by Huve et al.\textsuperscript{1} (1998) to investigate if state anxiety influences biological, emotional, behavioural and coping reactions to examination stress. The study focussed on the influence of the momentary anxiety before an examination on different levels of stress reactions. According to scores obtained immediately before an oral examination in psychology, two extreme groups of 29 high and 29 low state anxious students (HSA/LSA) were selected from a total of 82 college students. The biological variables were heart rate, cortisol and secretary immunoglobulin. Other variables were self-ratings of emotional states, observer ratings on behaviour, situational coping behaviour and achievement. While no significant differences were seen in biological stress reactions between HSA and LSA students, HSA subjects reported higher emotional and bodily discomfort than LSA, which corresponded to the observer ratings of their behaviour. They also received lower grades. HSA subjects were characterized by sensitizing coping strategies, LSA by defensive ones.

Mzobanzi M. Mboya\textsuperscript{2} (1998) A comparative analysis of the self-concept and academic achievement of black and white high


school students.

This study aimed to determine the relationship between the self-concept and academic achievement of black and while tenth grade American Students.

For black students no significant relationship was found between self-concept and academic achievement, although the relationship reached significant for white students. Growing up black in a predominantly white society and the opposite experience are considered in the light of self-concept and academic achievement.

**Zeidner and Schleyer**¹ (1999) examined factors affecting test anxiety among intellectually gifted students. In experiment 1, 1488 4th-9th grade students completed questionnaires concerning demographic characteristics and test anxiety. Additional collected data included grade point averages, obtained from school records. In experiment 2, 1725 gifted 4th-9th grade students completed questionnaires concerning demographic characteristics, test anxiety and academic self concept. Results showed that non-gifted students reported significantly higher test anxiety and worry than did gifted students. Female and elementary-school students experienced more test anxiety. Among gifted students test anxiety scores were highest

and the self-concept scores lowest for students enrolled in homogeneous gifted classes rather than mixed ability mainstream classes.

A study was conducted by Kafka and Judy\(^1\) (2001) to examine the relationship between anxiety, adjustment and academic performance in a sample of 185 college students. This sample of students obtained mean scores within the average range on the following College Adjustment Scale (CAS): Anxiety, Depression, Interpersonal Problems, Family and Academic Problems. It was found that female students were found to have better college adjustment and GPA than female students.

Mariage and David\(^2\) (2001) studied the relation of academic performance and symptoms of depression and anxiety in 124 male and female school-aged children (aged 8-12 years), 28 male and female school-aged children (aged 8-12 years) (slow learners) and 45 male and female school aged children (aged 8-12 years) (special education classes) in France. Data on socio demographic variables, clinical and psychological symptoms and academic factors ever obtained by

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questionnaire and from school records. The Composite Depression Scale for Children (D. Castro, 1998) and the Revised Children's Manifest Anxiety Scale (D. Castro, 1998) were used. An ANOVA and other statistical tests were used. The results indicate that normal performance). The sample comprised 41 boys and 17 girls ages 11 to 19 years. Although withdrawal, somatic complaints, delinquent behaviour and aggressive behaviour syndromes exhibited significant zero-order correlations with the academic achievement measures, each of these relationships was mediated by attention problems.

Valas\(^1\) (2001) deals with relation between academic achievement, helplessness and psychological adjustment, controlled for gender and age. The relation between two variables were reciprocal. The result also clearly found that boys showed more helpless behaviour than girls. On the other hand girls reported more psychological maladjustment. Another possibility could be that some students with adjustment difficulties.

A study was made by Brown\(^2\) (2002) to see the effects of test anxiety on the achievement test scores of high school students. Results

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of this study indicated that there is a relationship between anxiety and achievement. More specifically, students who had low-test anxiety had higher-grade averages. Additionally, female students showed higher test anxiety than male students and scored lower on the achievement test.

Carney and Shawn¹ (2002) compared 63 traditional (18-22 yrs of age) and nontraditional (35-44 years of age) female students on various aspects of their social support system, childcare, psychological functioning (depression and anxiety) and academic performance. Traditional students exhibited poorer psychological functioning when they were less satisfied with their emotional support network. In contrast, psychological functioning within the nontraditional students was independent of the amount and satisfaction with their emotional and instrumental social support resources. Despite having fewer sources of support, non-traditional students reported better academic performance than did the traditional students.

Rice and Stanly² (2002) conducted a study to see the relationship between emotional adjustment and academic performance.

achievement. It measured the emotional adjustment and academic achievement of 258 college students. Cluster analysis was used to identify adaptive and maladaptive students. Differences between the clusters emerged on measures of self-esteem, depression and anxiety. The results of the study suggested that score on the discrepancy sub-scale might be useful in locating maladaptive students.

A study was made by Safi and Abdullah\(^1\) (2002) to see the differences in self-learning disposition, test anxiety and level of ambition between high and low achievers in first grade students of high school. The sample consisted of 298 male high school students Abha and Khamis-Mushait, Saudi Arabia. Statistical analysis of the results showed a significant effect of disposition of self-learning on high achievers, a significant effect of anxiety on low achievers and a significant effect of ambition on high achievers.

A study was conducted by Cassady and Johnson\(^2\) (2003) to see how, does anxiety interfere with academic achievement? They concluded that the anxiety interferes with learning and test performance at three points: focusing attention, learning and testing.


When students are learning new material, they must pay attention to it. Highly anxious students evidently divide their attention between the new material and their preoccupation with how worried and nervous they are feeling. Instead of concentrating, they keep noticing the tight feelings in their chest, thinking, "I am so tense, I will never understand this stuff. From the beginning, anxious students may miss much of the information they are supposed to learn because their thoughts are focused on their own worries. But the problems do not end here. Even if they are paying attention, many anxious students have trouble learning material that is somewhat disorganized and difficult-material that requires them to rely on their memory. In addition, many highly anxious students have poor study habits. Simply learning to be more relaxed will not automatically improve these students' performance; their learning strategies and study skills must be improved as well.

Effandi Zakaria and Norazah Mohd. Nordin University Kebangsaan Malaysia, Selangor (2007) "The effect of Mathematics anxiety on mathematics students as related to motivation and achievement (25\textsuperscript{th} Feb. 2007). The study investigated the effect of mathematics anxiety on matriculation students as related to motivation and achievement. Subjects included 88 students and anxiety and motivation were measured. Findings revealed a low (r=−0.32) significant negative correlation between mathematics anxiety and achievement and strong negative correlation (r=−0.72) between
mathematics anxiety and motivation. The study also revealed a significant low positive correlation between motivation and achievement.

**John G. Freeman, Shaljan Areepattamannil** (2008) studied the Academic Achievement, Academic Concept, and Academic Motivation of Immigrant Adolescents in the Greater Toronto Area Secondary Schools.

**Summary:** The article focuses on the academic achievement, academic self-concept, and the academic motivation of immigrant teenagers in the Greater Toronto Area Secondary Schools. As compared to nonimmigrant teenagers, it stresses that immigrant teenagers have higher performance in mathematics, higher mathematics, and school self-concepts. Moreover, they have also higher intrinsic and extrinsic motivation than the nonimmigrant peers.

**D.A. Adeyemo and V.A. Torubeli** (2008) The study investigated self-efficacy, self-concept and peer-influence as correlates of academic performance among adolescents in transition. The

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A descriptive survey design was adopted for the study. The simple random sampling technique was used to select 300 participants in senior secondary school one from six secondary schools in Yenagoa metropolis of Bayelsa State, Nigeria. Of the total sample, (144) were boys, while the remaining (156) were girls. Their age ranged between 12 and 18 years with a calculated mean age of 14.6 years and SD of 2.2. The students responded to three valid and reliable instruments, student self-efficacy questionnaire, self-concept inventory and peer-influence questionnaire. Data analysis involved the use of step-wise multiple regression procedure to examine the predictive effect of the three variables on the academic performance. The result indicated that the three variables were effective in predicting students academic performance. Each of the variables also contributed significantly to the prediction of students' academic performance. Based on the findings it was suggested that school-counselling psychologists should assist students in transition to develop self-efficacy, self-concept and positive peer relations.


studying. Data personality, Vocational interests.

Socio-Cultural factors and educational aspiration were obtained from the students. Multiple regression analysis was used to analyse the data.

Findings: The specific personality interest dimensions educational aspirants, socio-economic status was significantly related to student.

El Rafei, Saida (3rd July 2009) had studied "The relationship between self-esteem and gender grade level and academic achievement in secondary schools class in Lebanon (3rd July 2009). It particularly aimed at investigating the relationship between self-esteem and gender, grade level and academic achievement among a sample of Lebanese secondary school students. 479 students were randomly sampled. The result revealed no significant gender difference in the global, general, academic, social self-esteem sub-scales. Whereas the results showed the significant difference between male and female in the personal self-esteem sub-scales.

Othman, (2011) studied on the relationship between Self-concept, Intrinsic Motivation, Self-determination and Academic Achievement among Chinese Primary School Students. He examines the relationship between self-concept, intrinsic motivation and self-determination with academic achievement among the respondents. The sample of the study was 200 students in standard 5 and standard 6
from a Chinese primary school in Johor, Malaysia. Data was collected using a self-developed set of questionnaire. The reliability of the instrument was tested using Cronbach’s Alpha and the result was 0.941. The data was analyzed using Statistical Package for Social Science (SPSS) version 17.0. Pearson correlation at the significant level of 0.05 was used in order to determine the relationships among the measured variables. Research finding shows that correlations between independent variables (self-concept, intrinsic motivation and self-determination of the respondents) and dependent variable (academic achievement) were all significantly low. Analysis of previous research discovers several salient factors in relation to the current research findings.

It is clear from the review of the related literature that the studies undertaken on academic achievement in Indian have been mostly inconclusive with regard its relationship with anxiety, self-concept and level of aspiration as its correlates. The investigator did not come across any study, which sought to study the multivariate analysis of anxiety, self-concept and level of aspiration with academic achievement of higher secondary students. Hence, present investigator seems to be sufficiently warranted. Scrutiny of the available literature abroad also reveals that no such study has so far been undertaken by any foreign researcher.

Thus, the review of literature related to the present investigation
suggests that there is no study, which has a direct bearing on the present investigation. However, the review has been quite useful in the formulation of objectives and hypotheses and also in deciding the methodology and procedures of the present study. In the following chapter methodology and procedure of the study have been presented.