CHAPTER – I

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Concept of Anxiety

Anxiety is one of the most studied phenomena in psychology. Although progress has been in the theoretical analysis of anxiety, the identification of conditions of its development, the construction of tools to diagnose anxiety as well as the invention of therapeutic techniques, the concept of anxiety has not been clearly defined and agreed upon. The perception of anxiety is differentiated from fear as it is described as a response to an unidentifiable danger or a predictable danger. Additional more, anxiety responses are over and over again more intense and frequent than is authorized by perceived threat the fear response is balanced to the objective danger.

According to Spielberger (1983) “anxiety as the subjective feeling of tension, apprehension, nervousness, and worry related with an encouragement of the autonomic nervous system.” It can refer to not only a person’s stable personality but also his transitory emotional state. Accordingly, two anxiety constructs have been developed trait anxiety and state anxiety. Because they are more likely to interpret a wider range of situations as threatening; people with high trait anxiety tend to produce state anxiety more frequently than those with low trait anxiety (Head & Knight, 1988).

Types of Anxiety

There are basically two types of anxiety

(a) State and Trait anxiety

(b) Test (Examination) Anxiety or Academic anxiety
(a) **State and Trait Anxiety**

Many of the difficulties in defining anxiety stemmed from the failure to distinguish between state anxiety and trait anxiety. With state-trait distinction in view, state anxiety can most adequately be defined as an disagreeable emotional state or form which is characterized by subjective feelings of tension, anxiety and worry, and by activation or arousal of the autonomic nervous system. Trait anxiety, in contrast to state anxiety, refers to a relatively stable personality disposition. It reflects individual differences in anxiety proneness. Individuals who are characterized by high trait anxiety are prone to threat appraisals and state anxiety when confronted with a critical environmental demand. Trait anxiety does not imply that a person is chronically anxious but rather that she or he has a higher tendency than the low anxious person to experience anxiety (Spielberger, 1972).

(b) **Test (Examination) Anxiety or Academic Anxiety**

General state anxiety as well as trait anxiety can further be subdivided into domain-specific anxieties, such as social anxiety, sports anxiety, test (examination) or academic anxiety. Test anxiety differs from social anxiety by the fact that different goals are at stake. Test anxiety or academic anxiety is a state or trait anxiety which refers to examination experience.

In general, anxiety can be either a trait anxiety or a state anxiety. A trait anxiety is a constant characteristic or trait of the individual. A state anxiety is one which is provoked by some provisional condition of the surroundings such as examination, accident, punishment, etc. Academic anxiety is a type of state anxiety which speak about
to the impending hazard from the surroundings of the academic organizations including teacher, particular subjects like Mathematics, English, etc. (Singh & Sen Gupta, 1984).

Anxiety is a common phenomenon in people’s learning process. It prevents learners from completing academic tasks successfully, and so it interrupts learning. Academic anxiety then refers to the anxiety that occurs during the learning process (Garcia, 1998). High levels of academic anxiety have a debilitating effect on concept learning, academic performance, and environmental adaptation, and so leading lower learning efficiency (Clark & Schwartz, 1989).

According to Craig et al. (2000) test anxiety stand for the degree to which a student’s experience fear, apprehensiveness, nervousness, panic agitation and stress while even thinking of a future test or examination. Anxiety can in addition be seen as a product of doubt, uncertainty about an future occasion or situation. Bandura (1997) think that people experience anxiety when they recognize a situation as dangerous and away from their control.

In the era of extreme competitiveness, academic anxiety has become a significant stressor for the Indian adolescents. Due to high parental expectation, social demands, anxiety of social disapproval, uncertainty in the job market and ever rising level of aspiration this group is becoming highly vulnerable. For the parents too it is a period of severe anxiety. The parents suffer admission mania as their children struggle to cope with the great demand supply hiatus in prestigious professional institutions.
Concept of Academic Anxiety

Parents craving that their children climb the steps of presentation to as high as a level possible. This craving for a high level of success puts a lot of pressure on students that can be a cause of academic anxiety (Pandey & Ahmad, 2008). This high parental expectation, social demands, anxiety of social disapproval, Peer rising level of aspiration all these factors contribute in developing anxiety in academic situation, sometimes it may be situational such as in the ease of test or examination or else it may be exhibits during stage fear. In this way academic anxiety is experienced when the characteristics of anxiety are associated with academic or evaluative situation.

In school every student feels some anxiety at some point of time, but for some students anxiety may inhibit learning or performance especially in academic situation. It has been observed that the students who often have test anxiety exhibits inadequate study habits, negative non productive attitude towards academic work (Culler & Holahan, 1980) and poor test taking skills (Topman & Jansen, 1984). This characteristic may also be applicable in the case of students having academic anxiety. The academic anxiety may also develop as a result of parental criticism and punishment when one fails to perform satisfactorily. Thus academic anxiety seem to hamper the performance of students in academic situation.

Cognitive, affective, and behavioral are the three major components of test anxiety. Students who feel test anxiety from the cognitive perspective have low self confidence. They can be preoccupied with negative thoughts and they have doubt about their academic ability and intellectual competence (Sarason & Sarason, 1990).
Students are more likely to overemphasize the potential negative results. In testing situations they feel helpless (Zeidner, 1998). Some students can feel the need to answer every question on the test correctly. They feel incompetent if they fail to do so, thus fueling negative thoughts.

From the affective perspective, test anxiety may cause some physiological effects in some students. Those effects may be increased heart rate, feeling nauseated, increased sweating, cold hands, dry mouth frequent urination, and muscle spasms (Zeidner, 1998). These effects can appear before, during, and even after the test is over some emotions such as worry, fear of failure, and panic may accompany with the physiological reactions. Students can feel higher levels of stress if they are unable to control their emotions, which may result in lack of concentration.

Test anxious students exhibit anxiety behaviorally by habit of delaying and having incompetent preparation and test solving skills. Due to inadequate healthy diet, bad sleeping habits, and lack of regular exercise some students can physically feel tired or exhausted during test administration Zeidner (1998).

Factors Affecting Academic Anxiety

There are so many factors that might be leading to academic anxiety among school students such as the geographical area, both the school and the students environment, socio-economic status, culture, religion, educational status, (Forchard et. al. 1991), status of the family, type of family, size of family, individual’s personality, occupation of the parents, parental involvement and parental motivation, limited facilities
around the school environment for the students hence causing all the kinds of inconvenience for students to concentrate on their studies (Barone et. al., 1991).

The teacher who handle the classes may not be showing adequate interest in teaching the subject; the teacher may not be well qualified and yet one another big problem of the peer group influences which may lead to academic neglect (Srinivas, 2000). All this problems that lead to academic under achievement do also lead to academic anxiety.

Academic workload, insufficient resources, low level of motivation, bad performance in academic, continuous poor performance in academic, overcrowded classrooms, and uncertainty of being employed after completing graduation from the university may cause stress among students (Agolla & Ongori 2009). These factors may also be responsible for the formation and development of academic anxiety.

Anxiety is associated with substantial negative effects on children’s social, behavioral and academic success (Essau, Conradt & Petermann, 2000). Importantly, school avoidance, decreased problem-solving abilities, and lower academic achievement have also been noted as consequences (Donovan & Spence, 2000; McLoone, et al., 2006; Rapee, et al. 2005). Specific effects include poor social and coping skills, often leading to avoidance of social interactions (Albano, et al., 2003; Weeks, et al., 2009), aloneness, low self-esteem, fear of social rejection, and difficulty in building friendships (Bokhorst, et al. 2001; Weeks et al., 2009).
Concept of Personality

Personality is a very diverse and complex behavioural response pattern. It represents the whole person’s concept. It includes perception, learning, etc. and more. Personality is a field that studies individual difference and their interaction with environmental conditions in order to help us predict and understand complex human behavior. Every person has different tasks and temperament, likes and dislikes interests and attitudes. An as a self-help group member show all these difference in her behaviour. The socialization process of personality development is also relevant to understand the self-help group’s behavior. Woodworth (1947) defined personality as the quality of the individuals’ total behavior. According to Dashiell (1949), “an individual personality is the total picture of his organized behavior, especially as it can be characterized by his fellow men in a consistent way”.

According to Allport (1961), “personality is the dynamic group in the person of those psychophysical systems that decide his characteristic behaviour and thinking”. According to Plotnick (1993), “personality refers to a mixture of permanent and distinctive behaviors, thinking and emotions that express how we respond and adapt to other people and situations”.

A person can be evaluated and understood by knowing his personality. Personality of a person depends on his nature, character, intelligence, interest, attitude, aptitude, expectation, ideals etc. Personality of an individual is strongly determined by the heredity factors. But the environmental factors also play a vital role. The early experience in home, neighborhood and School laid foundations for the personality. The
personality pattern is the specific character or a group of consistent reactions which describe the individual’s typical style of personal and social adjustment. Each cultural group has established behavioral patterns appropriate for the members of two sexes. Within these culturally accepted confines, every person is predictable to develop a basic confirming personality pattern, as personality is a product of cultural influences and is formed by pressures from the social group. The person normally comes to think of himself as a part of a particular group and his confirming behavior becomes habitual. (Sujata, 2005).

**Concept of Culture**

Unlike other animals, the human one is unique because its intelligence gives it the ability to change its environment by learning. It doesn’t have to change into a new species to adapt to the changed environment. It learns fresh ways of existing in the new environment and then fixes them by social tradition. These social customs from the culture of the applicable groups are transmitted to new members of the group.

According to Tylor (1924), “culture is that complex entire which contains information, faiths, art, morals, law, customs and any other capabilities and customs acquired by man as a part of society”.

Argyle (1978) to speak about that culture has also been compared to social interaction, rules about behavior, perception thoughts, language and nonverbal communication. These aspects of culture affect social interactional behavior both directly and indirectly.
Different types of classification of culture have been made. Culture has been distinguished on the basis locale also. Taking this “Locale” into consideration culture may be divided into two types:

(a) **Tribal Culture**

Tribal Culture depends upon knowledge, law, and social interaction opinion, or moral capacities, belief etc. of tribe. A tribe viewed traditionally or developmentally, formed of a social group existing before the development of states. According to common imagination, tribes reflect a way of life that predates and was more natural than that in modern states. Tribes also privilege primitive social ties, are clearly bounded, identical, parochial, and stable. Thus, many believed that tribes organize links between families and make them available with a social and ideological basis for unity that is in some way more limited than that of an ethnic group or of a nation. Anthropological and ethno-historical research has challenged all of these notions.

According to Majumdar (1958) a group of people which has a name, endogamous in nature, lives in common region, has a common traditional culture with an spoken language, is structurally and culturally distinctive, relatively homogenous, largely self governing, with no area of functions, pervasively self sufficient, and has a shared consciousness of cultural identity and of belonging jointly.

According to Ralph (2009) tribe is a group of crowds live in a contiguous territory and having a feeling of unity deriving from many similarities in a culture, frequent get in touch with and a definite community of interests.
(b) **Urban Culture**

According to Pirenne (1925) two characteristics were fundamental to the development of an urban culture a middle class, that depends on trade for equally wealth and political self-sufficiency from non urban feudal power owners and a communal organization of the urban citizenry that makes the municipal integration necessary to free the city from control by local feudal religious authorities.

According to Weber (1921) an urban community has to possess a fortification, market, a low code and court system of its own, an association of urban citizenry creating a sense of municipal corporation, and enough political self-sufficiency for urban citizens to choose the city’s governors.

**How Urban And Tribal Cultures Can Affect Academic Anxiety?**

**Urban Culture**

The educational environment of urban area is totally different from tribal area. Parents are more aware in cities, who encourage their child to perform the best. If students are unable to perform well they provide good facilities like coaching, books and other facilities. If they are not able to achieve the target they feel anxiety. So in this way anxiety level can be high in urban students.

**Tribal Culture**

Students’ parents are not aware in tribal areas. Parents are not worried about what their children are studying, what type of material they need or require. Therefore,
students learn with their own efforts. When results are declared, they feel happy if they pass in the examination. Many a time there is no reaction if they fail. They think that ‘ok next time’. They don’t worry about their results which may minimize their anxiety.

The concept of academic anxiety is an important and widely used phenomenon in the study of educational behavior. Though being an important aspect in the field of education, it is extremely complex to understand its real nature. Various researches have been conducted to study the various aspects of academic anxiety. Though an extensive literature has been accumulated over several decades but its theoretical and empirical aspects are yet to be understood. However, some of the important studies in the field of academic anxiety are reviewed here.

**REVIEW OF LITERATURE**

**Anxiety and Academic Achievement**

Sarason (1957) studied that the correlation of anxiety as measured by the Test Anxiety and General Anxiety questionnaires to entrance exams and grade point averages. Results revealed that Test Anxiety scores tended to correlate negatively with measures of academic achievement. General Anxiety scores failed to correlate considerably with entrance examination scores, but tended to correlate positively with grade point averages, from these and other results, the authors concluded that relationships between anxiety and success variables depend to a great extent on the nature of the instrument employed to measures anxiety.
Gaudry and Spielberger (1971) studied that high test anxiety is considered as one of the major factor for low presentation of students at university level. Chapell et al. (2005) conducted a study to explore the relationship between test anxiety and academic performance and result found a significant and negative relationship between test anxiety and academic achievement. Nicholson (2009) studied that the effects of test anxiety on student’s success of grade 11 students, result showed that anxiety and achievement are related to each other. Khalid and Hasan (2009) conducted a studied that the relationship between test anxiety and academic achievement and the results revealed that students with academic achievement have low test anxiety scores and vice versa.

Grover and Smith (1981) examined that academic anxiety, locus of control, and achievement in medical school. Results revealed that the correlation between academic anxiety and achievement may be curvilinear. Locus of control was found to correlate considerably with academic anxiety and tended to shift in a direction of greater externality during the first year of medical school.

Guida, (1983) studied that academic anxiety, time-on-task and achievement, a structural model considerable research has been conducted on the effect of anxiety on academic achievement. The results revealed that high anxiety is related with low performance, particularly at the elementary school level.

Singh and Nigam (1984) studied that neuroticism, anxiety and academic achievement. The results showed that more number of high achievers had high anxiety than the low achievers. The correlation between high achievers and anxiety was calculated, it was found that high achievers had high anxiety.
Fincham (1989) conducted a study on longitudinal analysis on Learned helplessness, test anxiety and academic achievement, where the stability of individual differences in test anxiety and learned helplessness over 2 year period and their relation to concurrent and future school achievement were examined. Results revealed that both test anxiety and helplessness in III grade was related to achievement test scores in the V grade.

Sudhir (1989) examined that achievement motivation in relation to select personality and socio-educational factors. The results revealed that student with high test anxiety were found to have higher achievement motivation than those having low test anxiety. The mean difference indicated that test-anxiety was positively related to achievement motivation.

Verma (1990) studied that the effect of anxiety on academic achievement. The study revealed that high achievers had significantly greater academic motivation as compared to their low achiever counter parts. However, no significant differences were found between high achievers and low achievers.

Mishra (1992) studied that adjustment, self-concept, test anxiety and wanted study habits: as predictors of academic achievement. The results revealed that academic achievement was related with test anxiety and most of achievement was due to test anxiety, self-concept and study habits.

Roy and Roy (1994) examined that the interaction effects between mathematics preferences, trait anxiety in mathematics achievement. Results showed significant interaction effect of both variables on mathematics achievement. Trait anxiety inhibits
mathematics achievement score of low mathematics liking group and facilitates mathematics achievement score for high and reasonable liking groups.

Shanmuga (1995) examined that the effect of anxiety on academic achievement. The results revealed that there was negative relationship between anxiety and academic achievement of students. Low anxiety students were high academic achievers and high anxiety students were low academic achievers.

Hancock (2001) studied that the effects of students’ test anxiety and teacher’s evaluation practices on students’ achievement and motivation at post the secondary level. Result revealed that all students with high anxiety level performed badly and were less motivated to learn. Thus conclusion was that when students who are mainly test-anxious are showing to a highly evaluative assessment environment in their educational institution, they perform badly and are not as much of motivated to perform. Cassady and Johnson (2002) studied that the effects of cognitive test anxiety on students’ academic performance and found that cognitive test anxiety exerts a significant secure and depressing impact on academic performance measures. Albero, Brown, Eliason and Wind (1997) studied that students having high test anxiety had significantly lower scores. Oludipe (2009) examined that how test anxiety affects students’ performance levels in the sciences, especially in Physics, and result showed that low test anxious students performed better as compare to high test-anxious students in Physics. Schonwetter, (1995) studied that how high test anxious students were unable to advantage straight from structured instruction, which finally affected their performance in class.
Lucangeli and Scruggs (2003) studied that text anxiety, supposed capability and academic achievement in secondary school students. Result revealed that state anxiety highly correlated however, trait anxiety was not statistically related to academic achievement in both math and literature. Males have higher on the test of trait anxiety than females.

Mokashi, (2007) studied that correlates of anxiety and scholastic achievement of residential school. The results showed that greater part of the respondents were high in their anxiety level and also in their scholastic achievement. Boys scored higher in anxiety while girls were higher in scholastic achievement. There was no significant difference between the boys and girls of class 10\textsuperscript{th}, 9\textsuperscript{th} and 8\textsuperscript{th} on anxiety. Finally the results revealed that as anxiety increases scholastic achievement of the respondents’ decreases.

Yeh et al. (2007) examined that correlation among academic achievement and anxiety and depression in medical students. The results revealed that there was no significant correlation among academic achievement and overall anxiety and depression. The results indicated that there are both positive and negative correlations among academic achievement and anxiety and depression in medical students.

Levine (2008) examined a Foucaultian Approach to Academic Anxiety. Result revealed that significant positive correlations between the mother and child schemas held by the child and his academic achievement. Even though the schema was also related to anxiety, holding anxiety even did not significantly reduce the correlations between the schema and achievement.
Kumar, et al. (2009), studied that memory as intermediary between test-anxiety and academic achievement in high school students and found that academic achievement and mental health be developed in school settings, during the use of maintain strategies such as educational direction and counseling, teaching life expertise programs and psychiatric therapy.

Peleg, (2009) studied that test anxiety, academic achievement, and self-esteem surrounded by Arab adolescents. Result showed that, students with learning disability reported superior levels of test anxiety and lower levels of self-esteem than nondisabled adolescents.

Fayegh Yousefi et al. (2010) studied that the relationship between test-anxiety and academic achievement surrounded by Iranian. Result revealed that there is a significant correlation between test anxiety and academic achievement among adolescents. Additional evidence is presented which suggests that there is a significant difference of academic achievement between male and female students whereby female shows higher in their academic achievement.

Rana and Nasir (2010) studied that the relationship between test anxiety and academic achievement. Results revealed that a cognitive feature i.e. worry contributes more in test anxiety than expressive feature i.e. emotional. Thus, it is fulfilled that test anxiety is one of the factors which are dependable for students’ underachievement and low performance.

Lama Al-Qaisy (2011) studied the comparative study of depression and anxiety in academic achievement among university students. The results revealed that females
shoes higher anxiety than males, whereas males are more depressed than females. In addition, the results indicated that there is a positive relationship between achievement and anxiety, though a negative relationship was found with depression.

Mokashi, et al. (2012) studied the gender difference on anxiety and academic achievement among selected residential high school children. Results revealed that residential children were high in their anxiety and academic achievement. Boys were considerably having higher anxiety whereas girls were higher in academic achievement. Results also account no significant difference between boys and girls of 8th, 9th and 10th standards on their anxiety and significant difference on their academic achievement. A noteworthy negative relationship between lack of self-sentiment, guilt proneness and overall anxiety with the academic achievement of children was reported.

Ahmad, et al.(2012) studied that the correlation of educational self-efficacy to self-regulated learning, school recognition, test anxiety and academic achievement on secondary school. Gender was not significant on measures of self-efficacy faiths at academic field, school identification, and anxiety. Girls were found higher academic achievement than the boys.

Isanejad, et al. (2012) studied that early maladaptive system and academic anxiety. The results showed that there is a noteworthy difference between students with high academic anxiety and low academic anxiety in the early on maladaptive system and students who experience higher anxiety shows high levels of early maladaptive system.
Language Anxiety

Teh-fuan wan, Chapman and Donald (1991-1992) investigated that the factor with the academic Stress experienced by international students attending graduate school in the United State. Results revealed that the main language skills and, to a less important degree, cultural distance were the predictors of main appraisal, self-apparent english language, academic and difficulty-explain skills and social support network.

Cheng (2004) studied that a measure of second language writing anxiety: scale development and beginning validation .The results revealed that both the total scale and the individual subscales of the second language writing anxiety inventory have good consistency and sufficient validity.

Daniel Yu-ching Chan and Guo-cheng Wu (2004) conducted a study on foreign language anxiety of elementary School Students in Taipei County. The results revealed that the english learning experience were found that might affect learners’ anxiety, low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure from students themselves and their parents were the five sources of language anxiety, tests, speaking in front of others, spelling, incomprehensible input, and speaking to native speakers were the five anxiety-provoking situations, both teachers and students in this study thought that the balance of instructional languages helped lower foreign language anxiety and the study showed that teachers’ awareness of foreign language anxiety is insufficient.

Ying Zheng (2008) studied that Anxiety and Second/Foreign Language Learning Revisited. The possible causes and effects of language anxiety and the relationship
between anxiety and second/foreign language learning was examined on the basis of cognitive, curriculum, and cultural perspectives. Possible educational implications of the anxiety research are indicated.

Peng Hui (2009) studied the connection between students’ English learning anxiety and learning achievement in a Chinese senior high school. The results revealed that students are more or less negatively partial by language anxiety. There is negative association between outcomes and anxiety. The factors contributing to diverse anxiety are self-esteem, cultural differences and personality.

Meihua Liu and Wenhong Huang (2011) studied on exploration of foreign language anxiety and English learning motivation. Results revealed that the students did not feel anxious in English and were more or less motivated to learn English, foreign language anxiety and English learning motivation were considerably negatively correlated with each other, and both foreign language anxiety and English learning motivation were considerably correlated with students’ presentation in English.

**Personality and Anxiety**

Entwistle and Entwistle (1970) examined the effect of extraversion on academic achievement appears age dependent. Similarly Chamorro-Premuzic & Furnham, (2003) found that before the age of 11–12 years extraverted children seem superior to introverted children, among adolescents and adults introverts show higher achievement than extraverts. Extraverts and introverts also differ in consideration of information processing such as speech creation, attention, and reflective problem solving (Zeidner & Matthews,
2000), extraverts have been shown to be better at oral contributions to seminars introverts have been shown inferior at essay writing (Furnham & Medhurst, 1995).

Gupta (1973) studied the relative importance of some correlates of academic achievement. The results showed that that intelligence seemed to be the best single predictors of academic success. Other variables among those considered that contribute to academic success through of small magnitude were achievement motivation and fathers expectation. Socio-economic status was independent of academic achievement.

Sinha (1973) examined that extroversion and neuroticism in relation to academic achievement. Results showed that extroversion scores were negatively related to achievement scores at 0.05 level of confidence and that upon extraversion scores, high and low achievers could be substantially differentiated. Neuroticism scores were positively related to achievement and also upon neuroticism scores, high and the low achievers could be substantially differentiated.

Caplan, and Jones (1975) studied that type-A personality (hard driving, persistent, involved in work) as a conditioner of the outcomes of quantitative work load and role of ambiguity (stresses) on anxiety, depression, resentment, and heart rate. Results showed that role of ambiguity was positively associated with anxiety, depression, and resentment and individual work load was positively associated only with anxiety. Anxiety was positively linked to heart rate. The correlation between work load and anxiety was greatest for type-A persons, and a similar but insignificant trend showed for the effects of anxiety on heart rate.
Pandey and Singh (1978) examined that correlation between school examination marks, intelligence and achievement scores. The results showed that a significant positive correlation between school examination marks and verbal intelligence.

Upamanyu, et al. (1980) studied that the anxiety of male post graduates students of the faculty of social sciences. The results showed that anxiety was associated negatively with academic achievement and intelligence. Similar, results were found by the study of Srivastava et al. (1980) the high school examination anxiety and academic achievement was negatively correlated.

Sharma and Gupta (1988) studied the interactive effects of trait anxiety and verbal intelligence on anagram performance of 9th grade boys and girls. Results revealed that the incapacitating effects of high anxiety and ego-stress on the performance of anagrams of reasonable difficulty are nested at the high level of intelligence, whereas assurance is most valuable in improving anagram performance of high intelligent high anxious collections.

Sontakey (1988) examined personality factors of high and low achievers in biological sciences. The results revealed that, higher levels of perseverance, and assurance contributed to higher achievement of girls in biological sciences. The high achieving boys scored better than low achieving boys in biological sciences.

Singh (1990) examined that affiliation motive as related to personality ergs and sentiments. The results revealed that significant correlations for affiliation with Factor A (warm hearted participating), Factor N (forthright), Factor M (venturesome), and Factor I (sensitive) drive for self assertion and chronological age. These correlations suggest that
high scores on the projective measure of affiliation motive tended to be participating, warm hearted, forthright, venturesome, sensitive and assertive.

Roy (1995) conducted a study on differences in personality factors of understanding teachers, physicians, bank managers and fine artists. Results revealed that teachers were significantly more extroverted and anxious; physicians were more intelligent, introverted and anxious. Bank managers were more extroverted, relaxed, tough minded and intelligent, artists were introverted and tender minded.

Prins and Hanewald (1997) examined that self statements of test anxious children through thought listing and questionnaire approach methods, under naturalistic test taking conditions. The level of cognition, its content and its relation to level of anxiety and task performance were examined. Results found that, relative to the questionnaire and thought listing procedure underestimated positive and coping cognition.

Gershuny, et al . (1998) studied the personality dimensions of neuroticism, extraversion, and psychoticism prospectively predicted universal anxiety. Results indicated that personality, in exacting the combination of high neuroticism and low extraversion, may play an important predisposing, etiological role in anxiety.

Lee (1999) examined that test anxiety and working memory Robust Findings from test anxiety research in the past few decades indicate that highly test-anxious individuals act upon badly when a task is tough or when performance is to be evaluated (Hembree, 1988). During exams, highly test-anxious individuals are likely to engage in a negative, self-deprecatory internal conversation or bothersome thoughts about themselves
and about test consequences (Hembree, 1988). Research on test anxiety and working memory suggests that performance deficits caused by test anxiety can be explained by the extent to which individuals are able to use their working memory capacity (Darke, 1988).

Wachelka and Katz (1999) studied that tumbling test anxiety and improving academic self-esteem in high school students and college students through learning disabilities. Results showed that the treatment considerably decreased students’ anxiety levels, got bettered their study habits, and increased their academic self-confidence.

Aysan, et al. (2001) studied that test anxiety, coping strategies, and perceived health in a collection of high school students and found that students by way of high test anxiety used less effective coping mechanisms and tended to have reduced perceptions of their health. Previous to the exams, juniors showed greater test anxiety and used less effective coping mechanisms than seniors. After the exam periods, improvements were seen for both age collections on recognized health.

Haral et al. (2001) examined that efficacy of Bach-flower remedies in test anxiety and found that there was no significant difference between the groups, but a significant reduce of test anxiety in all groups was present. It concluded that Bach-flower remedies are an valuable gesture for test anxiety and dont have a specific effect.

Hong and Karstensson (2002) studied that those antecedents of state test anxiety a structural equation model of relationships among state test anxiety. Result revealed that females showed greater trait test anxiety and statistics course anxiety than males. Math skill had a optimistic association with statistics achievement. Students with low math aptitude recognized statistics courses as difficult, which in rotate powerfully influenced
their level of statistics course anxiety. Trait worry had a noteworthy straight effect on state worry and similarly occurred with trait state emotionality. Trait worry was positively related to statistics course anxiety. Student’s coverage high statistics course anxiety recognized the final exam as not easy; though, statistics achievement and state test anxiety was not influenced by statistics course anxiety. Students' insight of statistics course difficulty had an impact on their insight of test difficulty, which in rotate had significant direct effects on equally state worry and emotionality. As expected, achievement on statistics midterm exams had a direct effect on state worry but not on state emotionality Cognitive processes have attracted considerable interest in research on anxiety disorders. The majority psychological models of anxiety disorders assume that cognitive processes are critical for the origin of these disorders (Eysenck, 1992).

Sujata (2005) studied the influence of aptitude and personality profile on academic achievement of undergraduate students of UAS, Dharwad. Verbal reasoning, statistical ability, abstract reasoning and space relations considerably influenced academic achievement of students. Most of the personality factors had a considerable influence on skill of the students. Most of the students were in the lower range of all seven areas of aptitude. Home Science students were considerably higher in verbal reasoning and mechanical reasoning, while girl students of agriculture were considerably higher in numerical ability, abstract reasoning, clerical speed and accuracy and language. Most of the students were in moderate range of all 16 personality factors home science students were more socially conscious than other students. Agriculture boys were considerably higher in the factors viz., anger, moralistic, imagination self sufficient and
aptitude marketing students were considerably more outgoing enthusiastic, doubtful, insecure and self controlled than the other two groups. Most of the students were in fair category of academic achievement. Academic achievement of students of agriculture was better as compared to the other two faculties. Young students were having more enthusiastic tender minded and better numerical ability as compared to older students; on the other hand clerical speed and accuracy of older students were better as compared to younger students. Younger ones were more mature than older ones. Students from small families were more bright and moralistic as compared to larger families. Students of nuclear families were more grown-up and considerably better in space relation as compared to joint families.

Moutafi et al. (2006) studied the correlation between trait neuroticism, state anxiety and intelligence. Results showed that trait neurotics were to be affected by test anxiety and by induced anxiety, and that the high anxious group scored lower on the intelligence test than the low anxious group. Neuroticism was considerably correlated with intelligence for the high anxious group but not for the low anxious group, even though these correlations were not considerably different. It was also indicated that when test anxiety was partially out, neuroticism did not significantly associate with intelligence. Finally the results indicating that the correlation between intelligence and trait Neuroticism is mediated by test anxiety.

Ginsberg (2006) examined that academic worries and its effect on the length of sleep. The result indicated that academic worry and sleep disturbance credited to worry were negatively connected with sleep length. It was also indicated that academic worry does not expect sleep length above and beyond sleep disturbance credited to worry, and
that academic worry was considerably negatively related to sleep length despite of sleep disturbance credited to worry.

Martin et al. (2006) studied that childhood cognitive performance and risk generalized anxiety disorder. Results revealed that childhood cognitive performance is related with a diagnosis of generalized anxiety disorder in childhood and adolescence.

Jing (2007) studied that analysis on the relationship among test Anxiety, self-concept and academic competency. The results revealed that self-concept negatively affected students’ self-perceived academic competency. Further result showed that high self-perceived academic competency was positively correlated with grade point average, a measure of performance.

Sud and Sethi (2008) examined that the interrelation between state anxiety, trait anxiety, test anxiety, stress, negative mood regulation, achievement motivation and self-esteem of adolescent female students. The result showed that there was a noteworthy interrelation between the state anxiety, trait anxiety, test anxiety, stress, negative mood regulation and self-esteem. Though no interrelationship was found between the achievement motivation scale and the other variables.

Qaisy and Khuffash (2012) studied that the considerable difference between high and low achievers specific to gender on personality traits factors. The results indicated that the high achievers were extra intelligent and bright than the low achievers; high achiever females showed the highest academic capability than the high achiever males. Further result indicated that high achievers were additional emotionally peaceful, stable and faces actuality.
Academic Stress

Leon and Revelle (1985) studied that the effects of anxiety on analogical reasoning. Results revealed that the relaxed condition supported attention theory in that the more anxious students were equally slower and less exact than were the less anxious students. In the stressed situation, none of the three anxiety presentation theories was supported. Higher anxious students were quicker but made additional errors than did less anxious students. Therefore in the stressed situation, performance differences recommended differences in speed accuracy trade off approach rather than differences in processing abilities.

Moshe (1992) studied that socio-cultural and gender group differences in perceptions of major sources of academic stress of in first year college students in addition to the relationship between reported academic stress and college achievements. Results showed that students come out to be most stressed by pressures creating from course overload and academic assessment procedures and least stressed by a variety of individual, familial, and social factors. It was also indicated that students stress and achievements factors were found to be correlated.

Misra and Michelle (2000) studied that the interrelationship along with academic stress, anxiety, time management, and leisure satisfaction. Time management behaviors had a higher shield effect on academic stress than leisure approval activities. Results revealed that noteworthy gender difference existed among all the measures. Females showed efficient time management behaviors than males, but also experienced greater academic stress and anxiety. Males benefited more than females from leisure activities.
Word, Raymond and Verena (2000) examined the relationship among academic stress, coping, motivation and performance in college. He found that greater academic stress covered with lower course grades; though, students who engaged in problem focused coping were extra likely to be motivated and achieve better than students who connected in emotion focused coping.

Eremsony et al. (2005) studied that the correlated variables of depression and anxiety symptoms for young adults managed with the academic stress. Results revealed that depression, and anxiety had not be separating predictors, such as negative habitual thoughts and hopelessness. Though, capability of problem solving abilities appeared to be associated with anxiety symptoms.

Mathew (2006) examined that the relationship of parental disciplinary practices to academic stress and mental health among adolescent children. The result showed that; there is an relationship between parental disciplinary practices and mental health among boys; parental disciplinary practices seem to influence the mental health of girls; Girls experience more academic stress than boy.

Mathew and Jayan (2006) studied that the academic stress and coping styles among plus-two students. The results revealed that both boys and girls are experiencing same kind of academic stress no significant difference was observed.

Joseph and Henry (2009) investigated that the stressors, symptoms and effect that are likely to experience by the undergraduate students in higher investigations. The results indicated that academic work load inadequate resources, low motivation, poor
performance in academic, continues poor performance in academic, overcrowded lecture halls, and uncertainly of getting job after graduating from the university.

Leung, et al. (2010) examined that academic stressors and anxiety in children and found that academic stress was a danger factor that heightened student’s anxiety and that parental emotional support was a defensive factor that contributed to better mental health among students. Though, paternal informational support distributed to students during times of high academic stress showed to heighten student’s anxiety.

Academic Performance

Hill and Wigfield (1984) studied that test anxiety a major educational problem and what can be done on it. This paper is concerned with the educational problem of evaluation anxiety and what can be done to eliminate its interfering effects in the school setting. This work began with essential research investigating the causes and consequences of anxiety and has evolved into collaborative intervention studies with school staff that are attempting to improve anxious students positive motivation and presentation in different evaluative school settings.

Pintrich, et al. (1990) examined that correlation between motivational orientation, self-regulated learning, and classroom academic performance. Self-efficacy and inherent value were positively associated to cognitive engagement and performance. Result showed that, depending on the product measure, self-regulation, self-efficacy, and test anxiety appeared as the best analysts of performance. Fundamental value did not have a direct influence on presentation but was strongly associated to self-regulation and cognitive strategy use, regardless of previous achievement.
Henry and Dennis (1992) examined that the connected effects of acute test taking anxiety on the performance of a class of second year medical students who took part I of the National Board of Medical Examiners Examination. The results revealed that a correlation between acute test anxiety and National Board of Medical Examiners performance, but not to the extent related with constant anxiety, therefore constant test anxiety may be a more critical factor affecting test performance on critical examinations such as the National Board of Medical Examiners Examination.

Sud and Prabha (2003) studied that the academic performance in relation to perfectionism, test procrastination and test anxiety of high school children. Results revealed that the academic performance was considerably and negatively related to self-oriented thoroughness, procrastination, test anxiety, worry and emotionality.

Chamorro-Premusic, and Furham, (2003) studied that the relationship between personality traits and performance in academic examination. Results showed that; Neuroticism was significantly correlated with academic performance; Extroversion only correlated significantly with first year exam marks.; Openness was not significantly correlated with academic performance.; Agreeableness was not significantly correlated with exam grades. Conscientiousness was moderately, positively and significantly related to academic performance.

Sansgiry, et al. (2005) studied that test anxiety with respect to a comprehensive cumulative assessment. Result showed that somewhat anxious with respect to the Milemarker exam. Further, students responded that they felt competent with respect to course content and made use of study strategies in studying for the Mile-marker exam.
They also exhibited low test competence with respect to the cumulative exam and were unable to manage their time effectively when studying for the exam. Significant correlations were obtained between test anxiety and the domains of test competence and time management.

Sud and Sujata (2006) examined that the academic performance in relation to self handicapping, examination anxiety and study habits of high school students. Results revealed that self-handicapping and anxiety have unfavorable influence on academic performance of school students.

Omirin (2007) examined that the gender issue in the presentation of students admitted during Universities and Matriculation Examination and Pre degree into to the Nigerian Universities. Results revealed that there was no noteworthy difference between the academic performance of male and female students.

Ndirangu, et al. (2009) examined that the relationship between test anxiety and academic performance among students in Kenya. High anxiety was experienced before the examination in every subject. It was also established that girls and boys are equally affected by test anxiety. The results revealed that teachers do not sufficiently help students manage with test anxiety. There was no significant correlation between test anxiety and academic performance.

Poorman, et al. (2009) studied that decreasing performance and test anxiety in practicing nurses. Lots of nurses are being needed to go through competency and certification examinations to keep or advance in their positions. Unluckily, anxiety
frequently dampens the nurse's capability to demonstrate competence in a exacting area of practice.

Elizabeth et al. (2010) studied that implementation intentions and test anxiety protecting academic performance from distraction college students. Results showed that as test anxiety greater than before, the effectiveness of temptation inhibiting execution purposes increased, while task facilitating execution purposes increasingly destruction performance as test anxiety increased.

Putwaina, et al. (2010) examined that do cognitive distortions mediate the test anxiety-examination performance relationship? Results supported a model in which cognitive twists communicating to the academic field fully arbitrated the correlation among components of test anxiety, worry and bodily symptoms, and academic achievement. This result is reliable with theories attributing the debilitating influence of anxiety to the being there of interfering cognitions and assists to specify the nature of these interfering cognitions which test anxiety interventions may goal.

**Sex And Academic Anxiety**

Durette (1965), Chatterjee et al. (1976), Nijhawan (1972) and Sharma and Gandhi (1971), studied that gender differences on anxiety and reported females to be more anxious than males. The overall result showed that either females are more anxious or there are no sex differences.

Reid, et al. (1973) investigated performance in computer-assisted instruction in scientific notation and exponentiation for 81 pairs of undergraduate algebra students
paired by sex and test anxiety. Low-anxiety and male pairs learned faster, while mixed sex and anxiety level pairs tended toward lesser achievement. High math aptitude pairs and high sociability pairs performed better.

Sharma and Sud (1990) examined test anxiety among students in Asian cultures and found that female students were experiencing higher levels of test anxiety as compared to males irrespective of cultural background. Students from four Asian cultures were involved in the study. Results revealed that a major causal factor involved in the gender related differences in test anxiety among students was a bigger role expectation conflict among females as compared to males.

el-Zahhar and Hocevar (1991) studied that examination anxiety among students in Brazil, Egypt, and the United States. Results revealed that test anxiety in all three cultures was greater among female students than male students.

Lawrence Stricker, Donald and Nancy (1993) investigated sex differences in predictions of college grades from scholastic aptitude test scores. In this study two explanations appraised for sex differences in over and under prediction of college grades i.e. sex related differences in the nature of the grade criterion and the variables associated with academic performance. An entire freshman class at a large state university was studied. Women's grade point average was under predicted and men's grade point average was over predicted. When we adjusted the grade point average for differences in grading standards for individual courses, over and under prediction were not affected, but when sex differences controlled in individual differences variables concerned with academic preparation, studiousness, and attitudes about mathematics, over and under prediction.
Usually, epidemiological studies account a higher occurrence of anxiety among girls. High neuroticism was prognostic for all symptom groups. Neuroticism was connected with anxiety at baseline (Clark et al., 1994).

Muris et al. (2001) examined that anxiety and depression as relates of self-reported behavioral reserve in usual adolescents where they studied the correlation among self-reported behavioral inhibition, anxiety and depression indications. Results revealed that greater levels of behavioral reserve, depression and anxiety indications were found among girls than boys.

Seeley et al. (2001) studied that the anxiety levels and gender differences in social volleyball players earlier than and throughout the game and found that there was no significance between gender and anxiety levels throughout the game.

Kerry and Nigar (2002) examined Gender Differences in Anxiety: A study of the Symptoms, Cognitions, and Sensitivity towards Anxiety in a Nonclinical Population. Result showed that females reported higher concern as compared to males regarding the cognitive misconception of the symptoms and beliefs of anxiety. In the context of these results, it would emerge that cognitive factors play the most vital role towards our understanding of gender differences in anxiety within the nonclinical population.

Essau et al. (2004) studied that the frequency of anxiety symptoms and their association with gender and age in Japanese and German children using the Spence children’s anxiety scale. Results showed that, in both the countries girls scored higher than boys.
Locker et al. (2004) examined that anxiety, depression and self esteem in secondary school children and result found that females showed higher levels of anxiety and negative influence immediately before the examinations, while males showed higher positive influence and self-esteem, inferior depression and anxiety within the week previous to the examinations.

Rai (2005) examined that the gender effect on achievement values and anxiety and found that the girls manifested better indices on achievement related factors. The high scores on unrelated to achievement among boys tend to show some kind of avoidance motive or achievement anxiety as compared to girls.

Devi et al. (2006) studied that the anxiety among college going students and results revealed that almost of the college going students had low anxiety and there were noteworthy sex differences in the anxiety, with girls obtaining greater anxiety than boys.

Bhansali and Trived (2008) examined in a gender specifics, a comparative study. Results found that girls as compared to boys were high on this difficulty. This supports the point that, the significance of difference between the genders is at considerable high level on academic anxiety where girls found greater academic anxiety than boys.

Many researchers examined that gender differences with respect to test anxiety and found that females have greater levels of test anxiety than males (Bandalos et al.1995; Cassady & Johnson, 2002; Chapell et al., 2005; Mwamwenda, 1994). Zeidner (1990) on the basis of his research found that difference in test anxiety scores of male and female is due to gender difference in academic ability. Cassady and Johnson, (2002)
explained that one clarification for differences in test anxiety on the basis of gender is that males and females experience same levels of test worry.

**Subject Anxiety**

Szetela (1973) studied that a mathematics lesson and success/failure treatment. Were given to 309 eighth-grade subjects grouped by 3 levels of test anxiety. Results found that mathematics test anxiety was highly related to test anxiety and girls exhibited significantly higher mathematics test anxiety than boys. When mathematics test anxiety was treated as a quadratic function of test-anxiety levels, there was a significant interaction between sex and test anxiety due to the tendency of girls to be significantly more test anxious than boys at the high test-anxiety level.

Sepie and Keeling (1978) examined that the relationship between type of anxiety and under achievement in mathematics. It was hypothesized that the measure of mathematics-specific anxiety would differentiate the under-achieving group from the other two groups more strongly than the measures of general and test anxiety. The results confirmed the hypothesis.

Milgram and Toubiana (1999) investigated that the correlation between academic anxiety and procrastination in children and parents. Result revealed that students were not as much of anxious about homework as the other academic tasks. Elder adolescents were less anxious about their school work and procrastinated more than younger on homework.
Cassady (2001) studied that the constancy of undergraduate students’ cognitive tests anxiety. The results showed that there is a very strong association between the students’ reports of cognitive test anxiety crossways three points in the semester, as well as strong associations among the three emotionality measurements. Further, (Hembree, 1988) examined the relationships between test anxiety and bodily symptoms are noteworthy, and reliable with earlier research on the correlation between the two primary factors of test anxiety.

Baloglu, (2004) studied that statistics anxiety and mathematics anxiety and found that statistics anxiety is the same construct as mathematics anxiety. Confusing statistics anxiety and mathematics anxiety is general among students as well as researchers. Regular appearance of statistics courses in mathematics departments and statistically noteworthy relationships between mathematics anxiety and statistics anxiety are two main causes for this confusion.

Tapia Martha and Marsh (2004) examined that the effects of mathematics anxiety and gender on attitudes on the way to mathematics. The results revealed that gender had no effect on attitudes on the way to mathematics, and gender and math anxiety had no effects on attitudes on the way to mathematics. There was an overall noteworthy effect of math anxiety on self-confidence, enjoyment and motivation. Students with no math anxiety scored considerably higher in enjoyment than students who scored high math anxiety. Students with no math anxiety scored significantly greater than students who scored high math anxiety in measures of self-confidence and motivation. Students with some math anxiety scored significantly greater in motivation than those who scored high math anxiety.
Sansgiry and Sail (2006) examined that effect of students’ perceptions of course load on test anxiety. Result revealed a significant difference in students’ perception of course load, capability to administer time, and test anxiety. Test anxiety was positively associated with students’ perceptions of course load and negatively correlated to their ability to administer time by course work.

Jain and Jain (2007) studied that the role of perceived parental encouragement in male and female adolescent students attending coaching institutions at Kota in Rajasthan. Result revealed that the adolescents with high perceived parental encouragement report low level of anxiety than those with low perceived parental encouragement. The coaching attending boys had high level of academic anxiety than self studying boys. Coaching attending girls had low academic anxiety than self studying girls. Coaching attending boys with high parental support had low anxiety than coaching attending boy with low parental support. Self studying boy with high parental encouragement found low academic anxiety than self studying boys with low parental encouragement. Self studying girls with high parental encouragement had found low score on academic anxiety than self studying girls with low parental encouragement.

Jegede (2007) examined that student’s anxiety on the way to the learning of chemistry; identify the factors that reason the anxiety. Result showed that the students, whether urban or rural based, male or female students, showed greater anxiety on the way to the learning of chemistry and that the anxiety is greater in female rural based students than urban male students.
Yuksel-Şahin (2008) studied that mathematics anxiety among 4th and 5th grade Turkish elementary. Results revealed that students’ mathematics anxiety be differenced considerably according to gender. Female students accounted significantly greater mathematics anxiety than males. Students who attend mathematics class and liked their mathematics teachers had lower anxiety. Students who scored high achievement in mathematics showed lower levels of mathematics anxiety. Though, results did not showed any significant difference in students’ mathematics anxiety.

Oludipe and Bimbola (2009) studied that effect of test anxiety on performance in numerical tasks of secondary school physics students. The first and second findings revealed that low test anxious students performed better than high test anxious students on both numerical and non-numerical tasks in Physics. Further, it showed that low test anxious students performed better in numerical problems in Physics than high test anxious students. The finding revealed that females showed greater test anxiety than males were supported by Nasser & Takahashi (1996); Rasor & Rasor (1998); Hong, (1999). On the other hand, this was not significant. a number of factors could be responsible for greater test anxiety in females.

Huang, (2011) studied that students experiencing high levels of academic anxiety at North American Universities. The results revealed that two members were experiencing high levels of academic anxiety. Main that involve more language practice, such as education, political studies, and religious studies, appear to reason greater levels of academic anxiety than those main that rely more on diagrams, charts, numerals and signs, such as mathematics, biology, and chemistry. The major resources of high levels of academic anxiety, as showed by these two members, are economic difficulties, language
barriers, and cultural differences, being away from family and friends, and difficulty in result an employment.

**Culture and Anxiety**

Good and Kleinman, (1985) Guarnaccia, (1997) anxiety is considered to be a universal occurrence obtainable across cultures, while its backgrounds and expressions are influenced by cultural principles and practices.

Shanmuga (1989) studied that urban rural difference in academic achievement and achievement related factors. The study revealed that high achieving rural students were having higher achievement motivation than the urban students. Low achieving rural students having positive self concept and higher patent anxiety while low achieving urban students having higher intelligence and greater adjustment problem.

Vijayalakshmi (2003) studied to identify the problem areas of tribal students in secondary schools. Result revealed that the tribal students had additional problems with regard to their parents and family followed by personal, infrastructural and facilities, academic and teachers related. The personal problems students faced were low social status of the parent lack of education of parents, cultural backwardness of the family, low educational levels of the siblings and nomadic life of parents. The affecting problems in order, which the students faced, were lack of academic help from the teachers, non-availability of teachers, insect bites in the school premises, inconvenient school timings and absence of teachers in the school. The study also revealed that the boys had more problems as compared to girls.
Folayan, Idehen and Ojo (2004) studied that the adapting effect of culture on the appearance of dental anxiety in children. The occurrence of anxiety is a universal human fact. Studies have shown a worldwide difference in the occurrence of dental anxiety. The etiology of dental anxiety is multifactorial, with factors performing in synergy to affect its expression. For children, age and gender play basic roles in its expression. Though, these two factors are adapted by additional variables such as culture which may effect the background in which anxiety is experienced, the explanation of its meaning and responses to it. The adapting effect of culture in synergy with other variables may be one of the causes why reports on dental anxiety have varied from region to region. This paper attempts to recognize the interrelating roles of culture, age and gender, and how these associations may affect changeability in the expression and measurement of dental anxiety in children.

Dwivedi, and Gunthey, (2005) studied that influence of medium of instruction on level of academic anxiety among school students. The result revealed that academic anxiety level of English medium students was significantly higher than the students of Hindi medium.

Nuthana, (2007) studied that gender analysis of academic achievement among high school students. The results revealed that greater part of the students had fine study habits and have high self-concept. Academic achievement was outstanding among boys and girls. There are not difference on study habits, self-concept and academic achievement. Class wise assessment of study habits and self-concept revealed that class 8th students were better than 9th and 10th. There was significant relationship between study habits, self-concept, socio economic status and academic achievement in the
middle of boys and girls. Study habits, self-concept and socio economic status were considerably related to academic achievement. Rural students had improved study habits and self-concept than urban students. Urban students had greater academic achievement than rural students.

Mehta, et al. (2008) studied that personality pattern of higher secondary boys across different demographic groups. Results revealed that significant differences in personality patterns among SC, ST and non backward boys. These differences were higher up in rural areas in comparison to urban areas.

Venu Gopal and Ashok (2012) studied that occurrence of emotional and behavioral problems among tribal and non tribal adolescents. Results showed that considerably high prevalence of anxiety/depressed, somatic, withdrawn/depressed, thought problems and attention problems in the tribal adolescents. Though, the pattern of the prevalence of problem behaviors in both of these was largely same. Rule breaking behavior was found to be the most common problems in tribal and non tribal adolescents.

**Examination Anxiety**

Soric (1999) examined that anxiety and coping in the context of a school examination Cognitive assessment and state anxiety. The results showed that the social evaluation trait anxiety expects state anxiety both before and after the school examination.
Age and anxiety

Abe and Masui (1981) examined that age sex trends in phobic and anxiety indications in adolescents. The students aged 11-23 years were comprised in the study. Fearful indications specially fear of going out of doors alone and feeling of impending death tended to reduce with age. Results also revealed that anxiety indications which hit the highest pointed in adolescence happened at an earlier age in girls than boys.

Fava and Molloy (1988) studied that factors associated with test anxiety in childhood. Results revealed that fifth grade children occurrence more test anxiety than third grade children.

Sastry (1990) examined that anxiety, sex role orientation and age. The results indicated to age and anxiety that 20 to 30 years age group has a considerably greater anxiety score as compared to the 31 to 45 years age group. George and Devads (1971); Singh (1972) studied that relationship of age to anxiety and they found the first born to have higher level of anxiety, similarly Jawa (1973) also concluded no differences to total anxiety score. However, age was related to overt anxiety.

Khalek (2002) examined that age sex differences in anxiety in relation to family size birth-order, religiosity among Kuwait adolescents. Results revealed that mean anxiety scores greater than before across age groups from 14 to 18 years. For girls at all ages but 14 years mean sores anxiety was significantly greater than the boys.

Turner and Barrett (2003) studied that test single, double and tri models for anxiety and depression in a cross-sectional design. The results revealed that little facts of increasing differentiation. All models provided a moderate fit to the data, with some
evidence that a correlated 3 factor model was favored model in all age groups. Anxiety and depression symptoms do not demonstrate much differentiation with the age.

Influence of birth order on anxiety

Kushnir (1978) found that birth order differences in association survive only in females and only in circumstances that produce greater anxiety in first born than in later born. Schachter (1959) has found a positive association between influenced anxiety and affiliative responses this relationship, though held for first born and only subjects but not for later born and was most clearly showed with females. Similarly Eisenman (1992) studied that first born are more fearful and that some first born show more anxiety and creativity. These findings could be due to parents being more warning and anxious with first born as well as to first born having more time alone with their parents.

Hermans, et al. (1972) observed high and low anxious children working with their parents on a problem solving task. Result revealed that parents of high anxious children provided less support for their efforts, showed fewer responses when their children expressed insecurity, and more reinforcements after correct answers than parents of low anxious children who were more helpful and helped their children find the correct strategies to use.

Suedfeld (1969) studied that based upon the hypothesis that birth order interrelates with the affective tone of take on an orientation material, in that first born are more conforming with such set inducing managements. Results revealed that there was no difference between the ordinal location groups on the social desirability response style scale. The first born anticipated less anxiety than did later born when the materials were anxiety affecting.