CHAPTER -II

PROBLEMS AND HYPOTHESES
Anxiety is one of the most important concepts in psychology. Anxiety has been defined as the individual feeling of tension, apprehension, neurosis and worry linked with an stimulation of the autonomic nervous system. Excessive or prolonged anxiety results in many psycho-biological disorders. Anxiety has been divided into two types i.e. state and trait anxiety. State anxiety can be defined as an unpleasant emotional state or condition which is characterized by personal teaching of tension, apprehension and worry, and by stimulation of the autonomic nervous system. Trait anxiety in contrast to state anxiety refers to a relatively stable personality disposition.

The academic anxiety or the test anxiety is a state or trait anxiety which refers to examination experience. Study of academic anxiety has become very important because it directly related to academic performance which has got am important role in shaping the carrier of the students. Higher test anxiety in students have been found to exhibit inadequate study habits, negative and non-productive attitude towards academic work(Culler & Holahan, 1980). Similarly Topman and Jansen (1984) also observed that students with high academic anxiety have a poor test taking skill.

A number of studies in the field of academic anxiety have been made. Many studies deals with the relationship of academic anxiety and school achievement generally it has been observed that the students who show higher academic anxiety exits poor academic performance (Caplan et al. 1975; Hancock, 2001; Oludipe & Bimbola 2009; Yuksel-Sahin, 2008)

Although there has been amount of researches which have investigated the relationship of anxiety with different aspects of personality (Gershuny, et al. 1998) but the studies relating to academic anxiety of different personality factors are quite rare.
Such important aspects needs to be given due attention. Similarly studies investigating the role of culture and sex in academic anxiety are also likely to give some important information about culture and sex effect in academic anxiety. Thus in the present study an effort has been made to examine the role of different personality factor, Culture and sex in the academic anxiety of the tribal students of Chhattisgarh. The problems and their related hypothesis of the present research are as under.

(1) The first problem of the present study is to examine whether the students scoring high on Factor A (Warm hearted) would differ in their academic anxiety from those scoring low on Factor A (Reserved). It is hypothesized that the students scoring low on Factor A would exhibit higher degree of academic anxiety as compared to the students scoring high on Factor A.

(2) The second problem of the present study is to examine whether students scoring high on Factor B (High intelligent) would differ in their academic anxiety from those scoring low on Factor B (Less intelligent). It is hypothesized that the students scoring low on Factor B would exhibit higher degree of academic anxiety as compared to the students scoring high on Factor B.

(3) The third problem of the present study is to examine whether students scoring high on Factor C (Higher ego-strength) would differ in their academic anxiety from those scoring low on Factor C (Lower ego-strength). It is hypothesized that the students scoring low on Factor C would exhibit higher degree of academic anxiety as compared to the students scoring high on Factor C.
(4) The fourth problem of the present study is to examine whether students scoring high on Factor D (Excitable) would differ in their academic anxiety from those scoring low on Factor D (Undemonstrative). It is hypothesized that the students scoring low on Factor D would exhibit higher degree of academic anxiety as compared to the students scoring high on Factor D.

(5) The fifth problem of the present study is to examine whether students scoring high on Factor E (Assertive) would differ in their academic anxiety from those scoring low on Factor E (Obedient). It is hypothesized that the students scoring low on Factor E would exhibit higher degree of academic anxiety as compared to the students scoring high on Factor E.

(6) The sixth problem of the present study is to examine whether students scoring high on Factor F (Enthusiastic) would differ in their academic anxiety from those scoring low on Factor F (Sober). It is hypothesized that the students scoring low on Factor F would exhibit higher degree of academic anxiety as compared to the students scoring high on Factor F.

(7) The seventh problem of the present study is to examine whether students scoring high on Factor G (Conscientious) would differ in their academic anxiety from those scoring low on Factor G (Disregards rules). It is hypothesized that the students scoring low on Factor G would exhibit higher degree of academic anxiety as compared to the students scoring high on Factor G.

(8) The eighth problem of the present study is to examine whether students scoring high on Factor H (Adventurous) would differ in their academic anxiety from those
scoring low on Factor H (Timid). It is hypothesized that the students scoring low on Factor H would exhibit higher degree of academic anxiety as compared to the students scoring high on Factor H.

(9) The ninth problem of the present study is to examine whether students scoring high on Factor I (Tender minded) would differ in their academic anxiety from those scoring low on Factor I (Tough-minded). It is hypothesized that the students scoring high on Factor I would exhibit higher degree of academic anxiety as compared to the students scoring low on Factor I.

(10) The tenth problem of the present study is to examine whether students scoring high on Factor J (Circumspect individualism) would differ in their academic anxiety from those scoring low on Factor J (Zestful). It is hypothesized that the students scoring low on Factor J would exhibit lower degree of academic anxiety as compared to the students scoring high on Factor J.

(11) The eleventh problem of the present study is to examine whether students scoring high on Factor O (Self-Reproaching) would differ in their academic anxiety from those scoring low on Factor O (Self-Assured). It is hypothesized that the students scoring high on Factor O would show higher degree of academic anxiety as compared to the students scoring low on Factor O.

(12) The twelfth problem of the present study is to examine whether students scoring high on Factor Q2 (Prefer own decision) would differ in their academic anxiety from those scoring low on Factor Q2 (Sound Follower). It is hypothesized that the
students scoring low on Factor Q2 would exhibit higher degree of academic anxiety as compared to the students scoring high on Factor Q2.

(13) The thirteenth problem of the present study is to examine whether students scoring high on Factor Q3 (Controlled) would differ in their academic anxiety from those scoring low on Factor Q3 (Uncontrolled). It is hypothesized that the students scoring low on Factor Q3 would show higher academic anxiety as compared to the students scoring high on Factor Q3.

(14) The fourteenth problem of the present study is to examine whether students scoring high on Factor Q4 (Tense) would differ in their academic anxiety from those scoring low on Factor Q4 (Relaxed). It is hypothesized that the students scoring high on Factor Q4 would show higher degree of academic anxiety as compared to the students scoring low on Factor Q4.

(15) The fifteenth problem of the present study is to investigate the role of culture on academic anxiety. It is assumed that the urban students would show higher academic anxiety as compared to tribal students.

(16) The sixteenth and the last problem of the present research is to examine the role of gender or sex in academic anxiety. It is hypothesized that the male students would show higher academic anxiety than the female students.