**RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ANXIETY AMONG HIGHER SECONDARY   
SCHOOL STUDENTS**

**JUNA. J.N.**

**Summary of the Dissertation**

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**D E C L A R A T I O N**

I, JUNA J.N., do hereby declare that this dissertation, **RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ANXIETY AMONG HIGHER SECONDARY SCHOOL STUDENTS** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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**C E R T I F I C A T E**

I, Shri. K.P. MOHAMED ISHAQ, do hereby certify that this dissertation, **RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ANXIETY AMONG HIGHER SECONDARY SCHOOL STUDENTS** is a record of bonafide study and research carried out by **JUNA, J.N.** under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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# CHAPTER III

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**INTRODUCTION**

Education is one of the field affecting the physical and mental growth of an individual. The rapid change in life demands rapid change in education. Today, education is seen as a series of teaching, thinking, learning experiences which serve to change student behaviour is specified desired manner.

Education is a three fold process of imparting knowledge, developing skills and inculcating proper interest, attitudes and values. Education is not the amount of information that is put into one’s brain and runs riot there undigested throughout one’s life, but it is the character making, life making and man making assimilation of ideas.

“Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity”. [T.P. Nunn]. That person is completely developed who has the powers of understanding, observation and objectivity.

Most modern societies place high value on achievement and they encourage pupils to act in achievement oriented ways. The tendency of human mind to achieve unlimited possibilities of instantly changing field of education is the motivating force of educational process. Due to the dynamic nature of educational field, new, diverse and enormous branches of knowledge in the field of education are formed which pave way to new instructional techniques, learning methods and thereby effort to improve the quality of education. As the newly formed branches, techniques of education are helpful to developing the child physically, mentally and emotionally. Schools have an unavoidable role in acquiring the students with the nature of changing field of education, and in making necessary changes in instructional techniques.

National development of a society is closely linked with the system of education of the land. Education has been considered as the most important input for the development of an individual, society and nation. Now a days, utmost importance is paid to education and hence at the early stages of the child itself, parents plan and decide the academic life of the child.

The present situation is an era of competition in which every individual is trying to go ahead of another. In this competitive world, individuals have desire to excel over others or achieve a higher level than one’s peers or motive to achieve something or every thing that is essential to beat others in the race and consequently experience a sense of pride and pleasure in the achievement. The desire for such an achievement is the Achievement motivation.

Achievement motivation is a readiness to fulfill a planned objective. It is a psychological construct. Achievement motivation is the acquired tendency and one of the most important social needs.

The development of achievement motivation is an individual has been viewed in two different ways. The first of them is that the development of need for achievement is allied with family and cultural group of the students. If achievement, initiative, and competitiveness are encouraged and reinforced in the home and if parents let children solve problems on their own without becoming irritated by the children’s initial failures, children are likely to develop a high need for achievement (Mc Celland and Pilon 1983). Children who see that their actions can have an impact and who have thought how to recognize a good performance are more likely to grow up with the desire to excel (Schunk, 1996). Another view is that achievement motivation is the outgrowth of a set of conscious beliefs and values shaped mainly by one's experience with success and failures and by factors in the immediate environment like difficulty of the task or the incentives associated with the task.

Home environment and relationship with parents share an influential space in individual’s life. This influence can be felt in many areas in child’s life including the striving disposition for success in competition. There are great differences in achievement motivation of children. Difference between one family and another then comes to be viewed as a major source of variation from individual to individual.

A pupil who sees that goals can be attained by means of hardwork is likely to be high an achievement motivation, while child who has learnt to expect failure inspite of effort will have lower level of achievement motivation.

Many approaches have been taken to explain achievement motivational processes. Some approaches have included the examination of global achievement “motives” or broad self concepts such as self esteem. However, researchers have become aware of the need to examine specific concepts that illuminate motivational processes. Thus achievement motivation may be regarded as a desire or a motive or a force with interest to obtain success.

One of the non-intellectual factors often linked with achievement motivation is anxiety. Anxiety is the state of being anxious, uneasy with fear and desire regarding something doubtful. The anxious child prefers to avoid achievement activities because they are unpleasant, when he does find himself in such a situation, he cannot work effectively under test like conditions because he is preoccupied with thoughts of how well or how poorly he will do and how well others will do (Madler 1989). Socio economic status, rural, urban difference, school climate, teaching methods were concentrated one after another in the effort to arrive at the perfect equation of contribution of these factors for predicting academic achievement.

The highly anxious groups may easily get exited and tend to be more unrealistic to set higher goals, which finally leads to inevitable failure. The moderately anxious are neither stimulated or get excited easily, they have an average level scores and they tend to maintain the balance. They don’t get excited to any stimulating situation. The low anxious students are those who do not get stimulated easily in life and constantly they are supported and encouraged properly in a right manner by the people around them.

Anxiety seems to have both cognitive and affective components. The cognitive side includes worry and negative thoughts. The affective side involves physiologial and emotional reactions.

From the early stages itself a sense of achievement is a source of good motivation and sense of failure is a source of anger and frustration. When the learner faces failure, not only feels frustrated, but also fields ridiculed by others and is more prove to be anxious. Anxiety is a mental distress with respect to some anticipated frustration association with academic failure, anticipation of such failure or even an awareness of possibility of such failure. A pervasive sense of uneasy and urgency in doing all academic activities which are related to school, activities related to home environment and personal which may be considered as Academic Anxiety, Home - related anxiety and Personal anxiety. These are the parts of general anxiety.

Through all pupils are anxious when they came across with academic activities, the intensity may differ from individual to individual. In the present educational and evaluation system, the students, teachers, and parents are eager about the process of evaluation and the ambiguities about evaluation procedure is getting declared. The students will be anxious while doing his academic activities whether at home or at school, who is conscious about the evaluation. Moreover, the level of performance he acquired is the criteria for his future life as well as the degree of his brightness as assessed by the members of the society.

According to Piaget, "Adolescence is the state of gradual shift towards formal operational thinking, which is considered to be ability to use forms of logical reasoning which supplements, intuitive approaches to problem solving".

Adolescents worry a great deal about psychological changes that occur in them. Every teacher and parent must know about the nature and changes that emerge in his transitional period from childhood to adulthood. By understanding the needs and the problems of the adolescents, the parents and the teacher can make efforts to provide a suitable environment for the growth and development of the adolescents. Appropriate curriculum, school policies and methodologies of teaching should be suitably designed as to meet the many sided requirements of the adolescents.

Teachers should help highly anxious students to set realistic goals, because these individuals often have difficulty making wise choices. They tend to select either extremely difficult or extremely easy tasks in the first case, they are likely to fail, which will increase their sense of hopelessness and anxiety about school. In the second case, they will probably succeed on the easy tasks, but they will miss the sense of satisfaction that could encourage greater effort and ease their fears about school work.

Parents and students are conscious about the drastic changes occurring in the field of information technology and one aware of the numerous courses, avenues of employment and act at the earlier stages of academic life itself, they decides their area of employment and select according courses. The diverse and abundant course and jobs deviate the attraction of students from the traditional courses. They are motivated by these courses and try hard to achieve the preset goals. In the present era of information, while students are motivated by the numerous & diverse disciplines of education, they will be curious about their academic performance, which will affect their satisfaction of preset goals.

**NEED AND SIGNIFICANCE OF THE STUDY**

Higher education refers to instruction offered to persons of considerable intellectual maturity usually requiring previous preparation through secondary school education, in colleges, universities, graduate schools, technical institutes, teachers colleges and normal schools [C.V. Good (1973)].

Education is the process by which people not only acquire knowledge and information, skill, but also values and ability to live and interact within and with social groups. Education is learning how to learn, not what to learn which is found in textbooks, syllabus and teachers instruction, not when to learn. It is the need of the hour for the teachers of this millennium to provide quality delivery to of learning instructions to learners. Learning should be effective, meaningful and joyful to learns leading to a life-long learning process. Therefore, teachers should provide favourable learning environment to students. It will help the teacher to modify the learning situation as well as the teaching methods so as to improve the students achievement which will enable them to achieve higher goals. This may serve as a motivating factor for further performance and can be a basis for the future life of the students.

Performance of students in higher secondary school is determined by many factors such as locality, organisational climate, socio-economic status, education status of the family, motivation, anxiety, learning habits etc. Adolescent makes the transition from a happy and careful childhood to mature responsible adulthood. Students at this stage when there is a tremendous growth in their physical, emotional, social and academic. It is the most crucial period that shapes his interests, future education, social circle etc. They are going through, they are facing different kinds of pressures from parents, poor group, school and society. This is the time to develop their emotion in a natural way. So that they are eligible to become high achievers in their life. Parents and teachers have important role in the management of emotions of an adolescent student. So as to enable him for high achievement in academic and in life.

The present curriculum demands new instructional techniques, learning experiences and evaluation system. The student is evaluated all the time during his learning process and he is aware of the evaluation procedure. Since all of the academic activities are evaluated continuously and simultaneously, the students may be anxious about their success. Anxiety affects the students performance and behaviour in a variety of situations. Students who are more anxious at their adolescent period are unaware of the cause which makes them uneasy. Anxiety prevents students’ from taking initiative and learning if material and they feel very difficult to learn or do any other academic activities in the controlled condition. In the present condition, the former examination anxiety may be spread out to all the academic activities of students and this may affect their success.

The era of competition makes students more anxious and the eagerness whether they can pass in examination or perform well in academic activities may adversely affect the mental health of students . It is seen that, every year, the number of adolescents committing suicide either at the commencement of examination or at the publication of result is inncreasing.

According to Krug, Scheier and Cattell (1957) “Anxiety in a person refers to the presence of higher levels of apprehension, tension, low self-control, emotional instability and suspicion”. Anxiety is a feeling of apprehension and fearfulness in the absence of specific danger. Both age and gender play a role in levels of anxiety. Other factors contributing to anxiety are not understanding the subject, teacher’s behaviour, lack of motivation in classroom, and lack or total absence of interest in learning which may be attributed to the parents, environment, peer group, the teacher and teaching method.

If anxiety exists beyond the optimal level if affects achievement by interfering with normal academic works (Rao, 1975). Too much of anxiety would create a need to avoid the learning situation too little of it would result in a lack of attention.

Newberger (1963) and Lohaman (1966) observed that when anxiety is within limits, it serves as a drive or motivating force and the person acts constructively, but if it is too strong, it inhibits learning.

Sharma (1964) and Brown (1975) reported that anxiety appeared to facilitate scholastic achievement. Subjects low in anxiety were inferior in scholastic achievement to those who were high in that variable. They found there was positive correlation between level of anxiety and academic achievement.

In the digital age there is a great need to raise the level of achievement motivation of the students achievement motivation (n-Ach) need for achievement [Mc Clelland and Atkinson, 1953]. The need for achievement is defined operationally as behaviour which shows effort to do one’s best, to do better than others. Achievement motivation is a strong motive characterised by ambition, high level of energy and a strong desire for independence. Pupils with high achievement motivation are self-confident individuals who function well according to the situation. Achievement motivation is a desire for or interest in success in general or specific field of activity. It is a desire to do well in a particular domain together with a tendency to evaluate one’s own performance spontaneously.

An achievement motivated individual is likely to exhibit self assurance, positive outlook, pragmatism, hope and faith in a bright future while an individual lacking in achievement motivation would allround pessimism, distrust and despair.

Students who are properly motivated and having good parental involvement can exhibits high performance in academic areas. Teaching is also contributing for academic excellence and for it to be successful, the teacher must understand the behaviour of the learner as fully as possible. Thus it seems logical that a systematic study of learning should help both teachers and students to become more effective.

Individuals differ in their strength of motive to achievement as various activities differ in the challenge they pose and the opportunities they offer. This both personality and environmental factors must be considered in accounting for the strength of motivation to achieve in a particular person facing a particular challenge in a particular situation. In adolescence the strength of the individual’s drive for achievement is well established. A strong drive is not only easily recognised by the adolescents peers but is also important in achieving a high level of social acceptance.

A number of researches are conducted to know the influence of Anxiety on performance and some of them found that, they are negatively correlated. (Lal 1984, Mehrotra 1986, Patel 1986, Verma 1996) In all these studies Anxiety is found as debilitating factor influencing performance. In the modern educational system, the influence of Anxiety on academic performance is to be studied, one of the major objectives of introduction of new curriculum is to decrease the level of Anxiety among students.

In many researches the Achievement Motivation is a facilitating factor of academic achievement. The concept of Achievement Motivation emphasis the dynamic, creative, constructive aspect of human beings. It provides an explanation for the resourcefull nature of an individual and the way he uses his resources inorder to achieve a high level of excellence and objective accomplishment.

Achievement Motivation has also been taken as one of the correlates of academic performance in many studies and the results revealed that, there is a positive correlation between Achievement Motivation and academic performance [Siddique 1979, Manimekhalai 2005 etc.] On the other hand in some studies, it was found that, there is a negative correlation between the variables [Hundal 1972] and no significant relation between the variables [Jnanaguru and Rajan 1992]

An overview of earlier researches that, achievement motivation of students has positive relationship with Achievement and Academic Anxiety has negative relationship [Contractor 1977; Shivappa, 1980; Grewal and Kirpal, 1981]. In other studies, it was found that, there is a significant relationship between Achievement Motivation and Anxiety with respect to Type of School, Locality of the School, Boys students (V. Nimavathi and R. Gnanadevan, 2007). In the examinations conducted by State Educational Board and Universities, Girls are found to be the high achievers than Boys. On the other hand, in technical field as well as in Common Entrance Examinations, Boys are found to have higher level of achievement than Girls. Psychologically, the higher secondary level, which is the middle adolescence is the most critical stage of human life, pose more problems than any stage of life. At this stage there is a maximum possibility for adolescents deviate from the norms and values of society. Hence the investigator has selected higher secondary school students as sample for the present study because, the young generation ie, adolescents needs to solve their problems and to improve the quality of life of the society.

In the present educational system, more and more importance is given to the academic excellence of students in their academic and related activities. It leds to the overall development of the personality. It goes above and beyond cognitive growth and aims at human growth. This calls for the involvement of the whole person’s mind, heart and will in the learning process. In such a situation the investigator wanted to know whether, there is any relationship between Achievement Motivation and Anxiety among higher secondary school students.

**STATEMENT OF THE PROBLEM**

The present study is entitled as “RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ANXIETY AMONG HIGHER SECONDARY SCHOOL STUDENTS”

**DEFINITION OF KEY TERMS**

The key terms of the study are defined below, to have a comprehensive idea of the problem.

**ACHIEVEMENT MOTIVATION**

Achievement Motivation used in the study denotes “The combination of psychological forces which initiate, direct and sustain the behaviour of an individual and leading to the successful attainment of a goal”. [Carter V. Good]

**ANXIETY**

“Anxiety is an uneasy fearful feeling and is the hallmark of all psychological disorders. A conflict arises in a person when his needs are not satisfied. It causes frustration or fear”. [(Encyclopaedia of Psychology, 1972].

**HIGHER SECONDARY SCHOOL STUDENTS**

Higher secondary students are those students undergoing Higher Secondary Education. In this study Plus - I students are taken as the higher secondary school students.

**VARIABLES OF THE STUDY**

Present study is designed with two types of variables viz., independent variable and dependent variable. The independent variable is Achievement Motivation and the dependent variable is Anxiety.

The variables considered in sampling and for classification of the sample into subsamples are

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

**Objectives of the study**

The objectives set forth for the study are the following

(i) To find out the nature and extent of Achievement Motivation of students in the total sample and the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

(ii) To find out the nature and extent of Anxiety of students in the total sample and the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

(iii) To find out the extent of relationship between Achievement Motivation and Anxiety of students in the total sample and the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

(iv) To know whether there exists significant difference in Achievement Motivation and Anxiety between the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

**HYPOTHESES OF THE STUDY**

The hypotheses formulated for the study are the following.

(i) There will be significant relationship between Achievement Motivation and Anxiety of students in the total sample and the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

(ii) There will be significant difference in Achievement Motivation and Anxiety of students between the relevant subsamples based on.

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

**METHODOLOGY OF THE STUDY**

It deals with the precise description of the sample selected for the study, tools and statistical techniques used.

**SAMPLE SELECTED FOR THE STUDY**

The study was conducted on a sample of 700 students from various higher secondary schools in Kozhikode and Malappuram district. Sample selection was done by stratified sampling technique giving due representation to the factors like Gender, Locale of the school, Subject of specialisation, Type of management.

**Tools Used**

(1) Comprehensive Scale for Anxiety

(2) Scale of Achievement Motivation

**STATISTICAL TECHNIQUES USED**

(i) Preliminary Statistics like Arithmetic Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis.

(ii) Person’s Product Moment Coefficient of Correlation.

(iii) Test of significance of difference between means for different categories - ‘t’ test for large independent sample.

**Scope and Limitations of the study**

Study envisages to construct and standardize a tool which is useful to measure the Anxiety of higher secondary students. Moreover, the study intends to find out the relationship between Achievement Motivation and Anxiety and the difference in them between the relevant subsamples based on Gender, Locale of the school, subject of specialisation and Type of Management.

There are many factors influencing Achievement Motivation. Such factors are to be identified and manipulated to improve it. This study attempts to find out whether Achievement Motivation has any relationship with . Anxiety. So that Anxiety of students can be manipulated to improve Achievement Motivation.

Though care has been taken by the investigator to make study as precise as possible there may be the occurrence of some unavoidable limitations also. The following are some of them.

(1) Since the study was conducted as part of the Post Graduate Course, the investigator has to complete it within prescribed time limit. Hence it was decided to carry out the study in Kozhikode and Malappuram revenue districts only as a representative sample of whole state of Kerala.

(2) Though the study was intended to carry out in a sample of Higher Secondary School Students, the investigator selected a sample from Plus - I students with the notion that, they will reasonably represent the higher secondary school students of Kerala. Besides the nonpraticability in conducting study on Plus - 2 students to represent higher secondary school students compelled the investigator to select the plus - I students as the sample.

(3) Even though many variables like Study skills, Academic performance, Educational aspiration etc., are relevant, in the present study the investigator selected only two variables viz, Achievement Motivation and Anxiety considering the practicability.

In spite of all these limitations, the investigator hopes the result will be more or less accurate and dependable and will help to bring about modification in the educational process.

**ORGANISATION OF THE REPORT**

The report of the study is presented in five chapters. The details incorporated in each chapter are as follows:

**Chapter I** presents a brief introduction of the problem, need and significance of the study, statement of the problem, definition of the key terms, variables of the study, objectives, hypothesis, methodology and scope and limitations of the study.

**Chapter II** presents a brief description of the variables and summary of the related studies.

**Chapter III** presents the methodology of the study, details of the variable, the tools used, selection of the sample, procedure of data collection, scoring procedure and statistical techniques used for analysis.

**Chapter IV** deals with the details of statistical analysis of data and discussion of results.

**Chapter V** presents the summary of the study, major findings, educational implications of the study and suggestions for further research in this area.

**REVIEW OF RELATED LITERTURE**

Review of related literature is an essential aspect of any research. The summary of related literature provides better understanding of the problem, which helps the investigator in evolving new insights and to build new approaches to the problem that is selected.

As Best and Khan (1995) notes "since effective research is based upon past knowledge, review of related literature helps to eliminate the duplication of what has been done and provide useful hypotheses and helpful suggestions for significant investigation".

The present investigation focuses on the RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ANXIETY AMONG HIGHER SECONDARY SCHOOL STUDENTS. The investigator had made a review of the theoretical aspects as well as the studies in the area of Anxiety and Achievement Motivation. In this Chapter, the investigator present the theoretical overview of the selected variables and studies reviewed in the area under the two headings viz.,

**A. Theoretical Overview**

**B. Review of Related Studies**

**A. THEORETICAL OVERVIEW**

**(i) Theoretical Overview of Anxiety**

According to Krug, Scheier and Cattell (1957), Anxiety is the presence of higher levels of apprehension, tension, low self-control, emotional instability and suspicion. Anxiety has become a common symptom of present day man. It is dread or uneasiness similar to fear but based on an unclear threat (Coon, 1995). It has been found that anxiety is the central problem in many emotional and physical ailments. Apart from its clinical significance, anxiety has been found to affect an individual's performance and behaviour in a variety of situations.

Here, the investigator attempts to present a brief description of various theoretical approaches to the phenomenon of Anxiety.

**Freudian Approach**

According to Freud, there are three types of Anxiety:

i) Reality anxiety

ii) Neurotic anxiety

iii) Moral anxiety

Each form of anxiety was seem to be grounded in the ego's transaction with a particular world. Thus in the case of reality anxiety, this context is the ego's concern with the external world; in the case of neurotic anxiety, it is ego's struggle with the internal world, unchosen, and frequently alien needs and cravings; and in the case of moral anxiety, it is the ego's dealings with the world of parental values and principles (super ego).

The mechanism of defense-repression, projection are not merely techniques that the ego utilizes in coping with anxiety arousing situation, but it seems that, each mechanism of defense is, in fact, a mode of being anxious. In any event, as the ego is "the actual seat of anxiety", and because it is the function of this system to maintain accurate relations with the organization of external world meanings, anxiety, a break down in ego functioning always means a description in the individual's realistic relations with the world.

**Neo-Freudian Approach**

According to Sullivan (1953), Anxiety is a function of one's relations with other people. There are two types of anxiety; mild anxiety, that is an every day occurrence for most people and sudden severe anxiety that occurs for the most part during infancy and in striking pathological states. People have difficulty, and in most cases cannot orient themselves in situations in which severe anxiety occurs. He characterized the objects of his psychiatric experiences in terms of the self-system, the rest of the personality and the security operations. The operations utilized by the self system are actually means of preventing the anxiety from getting worse, or the security operations are the self system's modes of being anxiety in order to keep it self from becoming more anxious.

**Learning-Theory Approach**

The learning theorists speak of anxiety as conditioned fear and they have some divergences among themselves. Eysenck, in his approach to anxiety, lays great stress up on hereditary and constitutional factors. Not only do these factors determine one's tendency to be anxious but they also influence the extent to which one will learn to be anxious about certain previously neutral stimuli. Dollard and Miller, on the other hand, give little or no weight to hereditary and constitutional factors. Instead, they place greatest emphasis upon the individual's reinforcement history.

These above theoretical approaches explain the various aspects of anxiety.

Atone time or another; everyone has experienced anxiety, or a general uneasiness, a feeling of self-doubt, and sense of tension. Owing to anxiety, a student cannot concentrate upon his studies and may not reach the goal; low level of anxiety is considered to be a correlate of high achievement. But high anxiety level has a debilitating effect on one's performance. Thus anxiety is to be there but it should operate at the lowest level so as to maximize one's performance.

Boys and girls at the adolescent period are anxious. Anxiety prevents them from doing well in an examination or an interview. Since anxiety is being accompanied by tension and rigidity and it prevents the students from taking initiative and learning of new materials, an anxious student feels very difficult to learn especially while a teacher controls the class by threats. In this situation students are more likely to make mistakes and when they are more likely to be punished fear of failure is increased, and ultimately the fear of failure prevents students from exploring new areas.

Anxiety probably is both a trait and a state. Some students tend to be anxious in many situations (trait anxiety), but some situations are especially anxiety-provoking (state anxiety) [Covington, 1992; Zeidner, 1998]

A high anxiety individual is one who is consistently keyed up, who tends to be in a relatively high state of tension and arousal. A low anxiety individual conversely is one who is characteristically slow to react, is very relxed, and is not easily aroused. Most people would fall into the middle between these two extremes. Moderate levels of anxiety seems to facilitate general effectiveness.

Anxiety is due to imaginary rather than real causes, and which are irrational. It results when the individual is confronted with tasks and responsibilities that are beyond his capacity. Anxiety disorders of childhood or adolescence are; separation anxiety disorder, that is the excessive anxiety concerning separation from those to whom the child is attached and in avoidant disorder that occurs an excessive shrinking from contact with unfamiliar people and in over anxious disorder with essential feature of excessive or unrealistic anxiety or worry for a period of six months or longer which is generalised to a variety of situations.

Anxiety in pupils centres around three main sources – interpersonal (such as threatening or bullying on the part of teacher), time pressures and assessment.

**ii Theoretical Overview of Achievement Motivation**

Achievement Motivation is defined as a combination of psychological forces which initiate, direct and sustain behaviour towards successful attainment of some goals which provides a sense of significance [Good, 1973].

Achievement Motivation refers to a motive to achieve some standard of accomplishment or proficiency [Harre and Lamb, 1983], fuses with most of the needs namely for power, superiority and overcoming insecurity. Achievement motivation also referred as the need for achievement ('n' achievement) is an important determinant of aspiration, effort and persistence when an individual expects that one's performance will be rated against some standard of excellence. It is conceived as desire to accomplish something difficult. The desire is accompanied by action, that is, the individual makes intense, prolonged and repeated effort to accomplish something difficult (Murray, 1938).

Murray's conception of personality is the idea of a hierarchy of configuration of basic psychogenic needs or motives. His view was that, a need could be aroused from within by internal visceral processes or from without by the effect on the person of the immediate situation. He listed numerous needs, out of which need for affiliation, need for achievement, need for nurturing etc., have given more attention. The need energises activity on the part of the organisms and maintains its activity till the organisms alters the unsatisfying situation.

Mc Clelland (1961) proposed a motivational theory, in which he focussed attention on the variations of Achievement Motivation. He argues that individual difference exists in Achievement Motivation and might represent differences in the strength of a relatively general and stable disposition to achieve, that is acquired early in life. He further states that 'n' Achievement can be satisfied by success and aroused by failure Mc Clelland has emphasised that, for the motive to achieve to be aroused in performance of some activity, the individual must consider himself responsible for the outcome (success or failure), there must be explicit knowledge of results so that the individual knows when he has succeeded, and there must be some degree of risk concerning the possibility of success.

According to Atkinson, the motivation to achieve is a function of relative strengths of the hope of success and the fear of failure. The greater the hope of success and the lesser the fear of failure, thus greater a person's need for achievement in any given domain. Achievement behaviour is viewed as a resultant of an emotional conflict between hope for success and fear for failure. He classified people into two types, they are

(a) Person for whom, the need to achieve is greater than the fear for failure.

(b) Persons for whom the fear for failure is greater than the need to achieve.

Each of these individuals are motivated by the desire to achieve some pleasant effect.

Atkinson (1969) explains that the need for achievement is determined by the strength of two motives, motives to achieve success and a motive to avoid failure, so there is inevitably aroused in the person at the time of performance an approach avoidance or excitation-inhibition conflict associated with every achievement related action, is the possibility of success and the possibility of failure. The strength of anticipated emotions determine when an individual approach or avoid achievement-oriented activities. He specified that, Achievement Motivation which differentiates out of the basic motivational prosperity of needing to feel competent and self-determining in relation to the environment.

In the words of Atkinson and Feather (1966) Achievement Motive is considered as a latest disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.

Atkinson's theory of Achievement Motivation holds that, success oriented individuals are most motivated for achievement with a medium degree of difficulty. In his words, Achievement Motivation is to strive for success (1983).

Sarnoff (1989) defined Achievement Motive in terms of the way an individual orients himself towards objects or conditions that he does not possess. If he value those objects and conditions and he feels that he ought to possess them he may be regarded as having an achievement motive.

Thus, Achievement Motivation is a desire for or interest in success in general, or in specific field of activity. It is a need to excel something. It's a desire to do well in a particular domain together with a tendency to evaluate one's own performance spontaneously striving for excellence in a field for the sake of achieving, not for some reward is a clear indication of achievement motive.

Pupils who and considers the goals can be achieved by means of hard work is having Achievement Motivation. Such pupils try to set attainable goals and try hard to achieve them. On the other hand, pupils who have low Achievement Motivation expects failure and rather than setting difficult goals. Therefore, Achievement Motivation has been considered as an important concept in the dynamics of human behaviour.

**CONCLUSION**

Psychologists uncovered the concept of Achievement Motivation and Anxiety and their nature. There psychological variables were an area of study in the ancient period itself and the available review helps the investigator to conclude that both these variables affect individual's behaviour and performance.

**B. REVIEW OF RELATED STUDIES**

**(i) Studies Related to Anxiety**

Homchaudhari (1960) conducted a study on the correlates of Academic performance of college students. It was found that, Anxiety have a low positive relationship with Academic performance. High Achieves were significantly more anxious than low achievers.

In a study by Hussain (1972) he found that high Anxiety has adverse effect on Academic performance. He used Sinha's Anxiety scale on a sample of 45 students.

Study of Rao (1974) revealed that, Academic performance and Academic Adjustment are significantly affected by debilitating Anxiety and over achievers and under achievers significantly differed from each other with regard to their Anxiety.

Study of Tewari and Rai (1975) revealed that (i) low achievers are significantly more anxious than high achievers (ii) Anxiety is a differential personality correlated of low and high achievers, (iii) there is a negative relationship between Anxiety and students achievement.

Tiwari, Morbhatt and Morh (1979) tried to find out the effect of Anxiety and Aspiration of Academic Achievement of adolescent boys and girls. The study reported that Anxiety and Academic Achievement are inversely related.

A study by Somasundaram (1980) on certain personality variables relating to over, normal and under achievement revealed that, out of 16 personality variables studied, the variables Test anxiety and General Anxiety are negative correlates of Achievement.

Ganguli (1981) in his study of Anxiety and Academic Achievement, found that Achievement score of low anxious students was higher than the other groups, though difference is not statistically significant.

In a study of Stress, Anxiety and performance on 75 students Chaddha (1982) found that, Anxiety deteriorates performance.

Verma (1983) in his study found that Anxiety and school Achievement one positively correlated. Subjects have high levels of Anxiety were found to be high achievers than subjects having low level of Anxiety.

Singh and Nigam (1984) in their study of Neuroticism, Anxiety and Academic Achievement of 140 secondary school students reported that, Anxiety within a limit may be related with educational achievement.

Patel and Kapadia's (1985) study revealed that, Anxiety among school going children is negatively related with Academic Achievement.

Gupta (1987) examined the relationship between locus of control, Anxiety, level of aspiration and Academic Achievement of secondary school students. It was reported that, Anxiety have a significant negative correlation with Academic Achievement.

Shekher and Chaddha (1991) study revealed that average achievers are least anxious followed by high achievers and low achievers respectively.

Gupta (1992) study reported that, Anxiety is significantly but negatively correlated with Academic Achievement.

Kumar (1993) studied the effects of some Affective variables on Achievement in Mathematics of secondary school pupils of Kerala. The study reported that Anxiety and Achievement are negatively related.

Singh, Archana *et al*., (1993) tried to find out the effect of study skill counselling on high anxious students. The study reported that, high anxious students have poor study habits, which lead to poor performance.

Results of study conducted by Kapoor and Shashi (1994) revealed that, Anxiety do not have a significant relationship with Achievement of secondary school pupils.

Kibico and Danson (1994) studied Motivational aspects of Anxiety and Aspiration on 120 students. The study revealed that, Academic performance of students decreased by increasing Anxiety.

Trivedi (1995) studied the Anxiety levels and Academic Achievement of undergraduate students with a sample of 270 students and found (i) negative relationship between Anxiety level and Academic Achievement among girls. (ii) among boys there exists very low positive correlation between Anxiety levels and Academic Achievement.

Sanghvi and Chitrangi (1995) examined the efficacy of study skills training in meaning study habits and Test Anxiety in 40 high anxious students. The findings revealed that, study skills training improved the study habits and reduced, the Test Anxiety of students and enhanced performance.

Lali (1996) investigated the influence of Anxiety on Science Achievement of secondary school pupils. The study was confined to 515 pupils of Coimbatore district in Tamil Nadu. The study revealed that (i) General Anxiety has no significant influence on Achievement in Science (iii) Examination Anxiety is a debilitating variable as far as science Achievement is concerned.

Patel (1996) examined the effect of general Anxiety on the Achievement in secondary school students by using a sample of 293 secondary school students are found that the effect of General Anxiety on performance is significant.

Studies conducted by Verma (1996) on a sample of 500 secondary school students revealed that, the main effect of Test Anxiety on Academic performance is significant and that, students with lower levels of Text Anxiety, score higher than the students with high Anxiety.

Jayasree (1997) studied Test Anxiety and Academic Achievement among 300 students of secondary school and found that, Test Anxiety is significantly and inversely related to Academic Achievement.

Study conducted by Patel (1997) on sample of 393 secondary school students reported that, low Anxiety group showed better performance than high anxiety group.

Study carried out by Rajathi *et al*., (2000) on a sample of 81 teacher trainees revealed that Test Anxiety has influence on Achievement among History and Mathematics.

Kumar (2003) studied the Examination Anxiety and Achievement in Biology of secondary school pupils of Kerala. Study was conducted among 600 students and revealed that Examination anxiety and Achievement in Biology are positively related.

**(ii) Studies Related to Achievement Motivation**

Reed (1963) in his study of Motivation of college students as related to voluntary drop out and under and over achievement found positive correlation between Achievement Motivation and Academic Achievement.

Mc Keachi *et al*., (1966) A study on students achievement motives, achievement cues and academic achievement. the result shows that there is a positive correlation between Achievement Motivation and Academic Achievement.

Gokulnathan, Mehta (1969) studied the Achievement Motivation in tribal and non tribal Assamese secondary school Adolescents. The result indicates that the tribal pupil obtained significantly higher need achievement scores than the nontribal pupils.

Gupta (1974) studied Relative importance of some correlates of Academic Achievement among high school students. The study reported that, Achievement Motivation was found to be higher in high achieving group than in under achievers.

Lovette *et al*., (1978) studied the effect of Achievement Motivation on current college bound Male students and noticed significant non-monotonic correlation between Achievement motivation and scholastic aptitude.

Siddique (1979) studied the effect of Achievement Motivation and personality on academic success of college students and found positive correlation between Personality and Achievement Motivation, Family background and academic achievement.

Singh (1981) in his study on achievement of tribal students in relation to their intelligence, motivation and personality shows that the motivation and achievement of tribal students of class IX were positively related.

Ahluwalia (1985) while studying factors affecting Achievement Motivation on a sample of 200 students noticed that age and Academic performance significantly related to Achievement Motivation.

Fatmi (1985) studied the Achievement related Motivation among tribal and non-tribal high school students noticed that racial background, sex, religion, and caste status influenced Achievement Motivation.

Indrani (1985) conducted a study on the relationship between Academic Achievement and Achievement Motivation of secondary school pupils of Banglore city and found that there is high positive relationship between the two variables.

Findings of the study of Cannon and Simpson (1985) revealed that as Achievement Motivation increases science achievement also increases. They also found that Achievement Motivation of males and females differed significantly.

Mehta and Kumar (1986) studied the relationship between Academic Achievement and Motivation of 120 postgraduate students and found that Academic Achievement and Motivation were not significantly related.

Ayishabi (1987) investigated the kind of relationship between Achievement Motivation and performance in Biology of 800 secondary school students and found that Achievement Motivation may be acting as a predictor of Achievement in Biology only to a less extent.

Singh (1987) in his study of Achievement Motivation of adolescents in relation to their parental profession found significant difference in achievement motivation of adolescents with different parental professions. It was also observed that the Achievement Motivation of boys and girls do not differ significantly.

Mishra (1990) in his study of Achievement Motivation and Scholastic Achievement in relation to self-concept found that Achievement Motivation and scholastic Achievement are positively related.

Sinha (1990) in his study Achievement Motivation as predictor of Academic Attainment among high school students found that the successful students showed higher Achievement Motivation as compared to the failure students irrespective of sex.

Wang (1991) studied the effects of Achievement Motivation and goal difficulty on Task performance on a sample of 204 students and found that, the effect of Achievement Motivation and Goal difficulty on Task Performance was significant.

Chen (1991) while investigating Achievement Motivation of 449 eleventh grade Chinese high school students found that student have stronger belief in internal responsibility for academic success and failure tend to be high Achievement Motivation and student who do not consider their abilities to be low achievement motivation.

Jayaseelan (1992) in his study on the influence of Achievement Motivation and science studying approach on science achievement of secondary school pupils found significant influence of Achievement Motivation and science studying approach on science achievement.

Kumar (1994) studied the relationship of Achievement Motivation and Approaches to studying on Achievement in Biology of secondary school students and found that Achievement Motivation was affecting the Achievement in Biology to a less extent only.

Preetha (1996) investigated the influence of learning style and Achievement Motivation on Achievement. The sample consisted of 700 students of secondary schools. The study found that, Achievement Motivation has a significant positive effect on performance in Biology.

Ahemed (1998) studied Achievement Motivation among adolescent boys and girls of various ordinal birth position. Study revealed that ordinal position had significant influence on Achievement Motivation of adolescents.

Jayanthi (1999) in her study of relationship between Achievement Motivation and Achievement in Natural science among secondary school pupils found that, Achievement in Natural science is positively related to Achievement Motivation.

Koya (2001) examined influence of learning style approaches to studying and Achievement Motivation on Achievement in Biology of secondary school pupils. The sample included 917 students and reported that, Achievement Motivation is the best predictor variable of Achievement in Biology.

Nancy (2002) in her study, 'Achievement Motivation as a predictor of Academic Excellence' conducted among 749 secondary school students selected by stratified random sampling technique found that significant relationship exists between Achievement Motivation and Academic Excellence.

Juyal (2003) studied Achievement Motivation as associated with Home environment and culture among adolescents of both the sexes and found that Achievement Motivation of rural and urban girls and boys differ significantly with respect to 10 dimensions of home environment which indicate that Achievement Motivation was found to be greater in urban adolescents as compared to rural ones.

Manimekhali *et al*., (2005) conducted a study an 'Effect of Achievement Motivation on Scholastic Achievement among the plus two girls. The findings exhibited a positive relationship between Achievement Motivation and Scholastic Achievement. It is conclcded that suitable instructional designs and process of education will motivate the girls for their improvement in scholastic Achievement.

**(iii) Studies Related to Achievement Motivation and Anxiety**

Chaudhari (1975) examined the factors contributing to Academic under achievement among 300 pupils and reported that there is negative correlation between Academic Anxiety and Achievement. Achievers who had high level of Achievement Motivation had minimum Anxiety where as dull achievers are with low level of Achievement Motivation and high level of Academic Anxiety.

Contractor (1977) in his study found out, educational attainment is significantly and positively related to Achievement Motivation but significantly and negatively related to Academic Anxiety.

Christian (1978) in his study of Anxiety among 500 university girl students reported that (i) Girls have high Achievement Motivation (ii) Achievement Motivation is related to Anxiety (iii) Anxiety has no relationship with performance.

Shivappa (1980) tried to find out the factors affecting the Academic Achievement of 900 school pupils. It was reported that while Achievement Motivation has positive relationship with Achievement, Academic Anxiety has negative relationship.

Grewal and Kirpal (1981) found that Achievement Motivation and Achievement are positively correlated, Anxiety is significantly but negatively correlated with Achievement. Subjects with lower anxiety and high Achievement Motivation have better Academic Achievement.

Jindal and Singh (1981) in their study reported that, Test Anxiety Achievement Motivation and Locus of control are the best predictors of Academic Achievement.

Geetha (1985) in her study tried to find out the influence of Achievement Motivation and Anxiety on performance of secondary school students. The study reported that both the variables have significant influence on Academic performance.

Bembenkutty, Hefer, Makeache, Karabenick Lin (1998) studied relationship between Achievement Motivation and Test Anxiety. They found that a definite relationship exists between Achievement Motivation and Test Anxiety.

Deshmukh (2000) studied Anxiety, Achievement Motivation, intelligence goal discrepancy and Academic Achievement of junior college students with high and low self concept.

Mumthaz (2001) examined certain psychological variables as predictors of Achievement in Mathematics of secondary school of Kerala. Study was carried out among 530 students and reported that while Achievement Motivation is significantly and positively related with Achievement, Anxiety has a significant and negative relationship with Achievement in Mathematics.

Archana. (2006) studied the interaction effect of Academic Anxiety, Achievement Motivation and Sex on performance in Biology of secondary school pupils of Kerala. Study was conducted among 500 students and revealed that Boys and Girls differ significantly and negative relationship of performance in Biology with Anxiety. Boys and girls do not differ significantly and positive relationship in the case of Achievement motivation and performance in Biology.

Nimavathi and Gnanadevan (2007) in their study tried to find out the relationship between Achievement Motivation and Anxiety of high school students. Study was carried out among 200 students, and reported that while the Achievement Motivation and Anxiety are significantly related with type of school, locality of the school and boys and there is no significant relationship between them in the case of girls.

**CONCLUSION**

The review of related literature revealed that Anxiety and Achievement Motivation are related to Academic Achievement. When gone through the studies, the investigator found that, in some studies, Academic Anxiety and Achievement Motivation are found to be independently and positively related to Academic Achievement (Homchaudhari, Verma, Trivedi, Mishra, Koya, Manimekhalai). On the other hand, some other studies revealed that, these variables are negatively related with Academic Achievement (Verma, Jayasree, Kumar). While the findings of some studies shows that Anxiety and Achievement are positively related (Kumar). Some other studies show Achievement Motivation and Anxiety are significantly related in the case Type of school, Locality and Boys (Nimavathi and Gnanadevan, Geetha). From the above it is clear that, the findings are inconsistent. Hence, it will be relevant to study the effect of these variables on higher secondary schools students.

**METHODOLOGY**

Research refers to the activity of collecting information in an orderly and systematic fashion. Methodology finds a major place in any type of research work. The success of any research work depends upon the suitability of the method and also on the techniques used for the collection of data. It helps the researcher to carry out the work in a scientific and valid manner.

The present study entitled “Relationship between Achievement Motivation and Anxiety among Higher Secondary School students”, mainly attempts to find out the relationship between Achievement motivation and Anxiety of students.

This chapter contains a description of methodology adopted by the investigator which is presented under the following headings.

A. Variables

B. Objectives

C. Hypotheses

D. Tools employed for data collection

E. Sample selected for the study

F. Data collection procedure, scoring and consolidation of data.

G. Statistical techniques used for analysis of data.

The details of each of the above is given below.

**A. Variables**

As the intention of the study is to find out the relationship between Achievement Motivation and Anxiety of students and the variables of the study are categorised into two viz., ‘dependent’ and ‘independent’ variables. The title of the study itself suggest that the independent variable is Achievement Motivation and the dependent variable is Anxiety.

**B. Objectives**

The objectives set forth for the study are the following

(i) To find out the nature and extent of Achievement Motivation of students in the total sample and the relevant sub sample based on

(a) Gender

(b) Locale of the school

(c) Subject of specialisation

(d) Type of management

(ii) To find out the nature and extent of Anxiety of students in the total sample and the relevant subsamples based on

(a) Gender

(b) Locale of the school

(c) Subject of specialisation

(d) Type of management

(iii) To find out the extent of relationship between Achievement Motivation and Anxiety of students in the total sample and the relevant subsamples based on

(a) Gender

(b) Locale of the school

(c) Subject of specialisation

(d) Type of management

(iv) To know whether there exists significant difference in Achievement Motivation and Anxiety between the relevant subsamples based on

(a) Gender

(b) Locale of the school

(c) Subject of specialisation

(d) Type of management

**C. HYPOTHESES OF THE STUDY**

The hypotheses formulated for the study are the following.

(i) There will be significant relationship between Achievement Motivation and Anxiety of students in the total sample and the relevant sub samples based on

(a) Gender

(b) Locale of the school

(c) Subject of specialisation

(d) Type of management

(ii) There will be significant difference in Achievement Motivation and Anxiety of students between the relevant subsamples based on.

(a) Gender

(b) Locale of the school

(c) Subject of specialisation

(d) Type of management

**D. Tools employed for DATA Collection**

The sources of a research depends on the availability of relevant data. So the investigation needs certain methods and instruments to gather necessary information.

The investigator employed the following tools for collecting data.

(i) Comprehensive Scale for Anxiety

(ii) Scale of Achievement Motivation

To measure Anxiety, a comprehensive scale was constructed and standardised by the investigator with the help of her supervising teacher and the variable Achievement Motivation was measured using the tool, ‘Scale of Achievement Motivation’ developed and standardised by Dr. Kamala S. Pillai and Salim Kumar (1994). It consists of 50 items.

**(a) CONSTRUCTION AND STANDARDISATION OF SCALE OF ANXIETY**

Anxiety is a feeling of painful or apprehensive uneasiness accompanied by various form of psychological arousal.

For the present study, the investigator assessed the Anxiety of Higher Secondary School Students, using the comprehensive scale for Anxiety constructed by the investigator herself with the help of her supervising teacher. From the available literature the investigator identified three aspects of Anxiety viz., Academic Anxiety, Personal Anxiety and Home-related Anxiety.

**(i) Academic Anxiety**

In Academic Anxiety different factors affecting to an anxiety are, not understanding the subject, teacher’s behaviour, lack of motivation in classroom, lack or total absence of interest in studies, examination, and course related anxiety.

Eg: While presenting seminar, I am afraid of shivering.

**(ii) Personal Anxiety**

In personal Anxiety, the factors contributing to anxiety are job-related, psycho-social and physical anxiety.

Eg: Due to lack of confidence, I couldn't perform my artistic talent.

**(iii) Home Related Anxiety**

In Home related anxiety, the factors are socio-economic status, parental education, parental occupation parental anxiety about the future of their child and parental income.

Eg: When my parents have sudden illness, take get tensed till they become well.

The investigator prepared items of the scale considering these three aspects.

The draft scale consists of 62 items. Our of the 62 items, 28 items belongs to the Academic Anxiety, 23 items to Personal Anxiety and 11items to Home related Anxiety. The items are so framed that, a subject has to respond to each of the statements by choosing any one of the five responses. viz., ‘Always, Often, Sometimes, Rarely, Never’. The scale includes 53 positive statements and 9 negative statements.

Eg: 1. I think the parents don't care me alone. (Positive)

2. While doing learning activities help from the teacher gives me relaxation.(Negative)

The draft scale is appended as Appendix I (Malayalam version).

**Scoring Procedure**

Each statement of the scale has five possible responses viz., Always, Often, Sometimes, Rarely and Never scores of 5, 4, 3, 2, 1 respectively were given to the responses Always, Often, Sometimes, Rarely and Never. The order of scoring is reversed for the negative items.

The response sheet is appended as Appendix I (a).

**TRYOUT**

Tryout of the draft scale was done in order to select valid items for the final scale.

For this the scale was administered on the sample of 370 students selected and using stratified sampling technique. Proper instructions were given regarding the method of responding.

**ITEM ANALYSIS**

The purpose of item analysis is to select valid items for the final scale. The procedure of item analysis is discussed below.

The 370 response sheets were collected back after responding and were scored according to the scoring procedure. The sheets were arranged in descending order of the total score and the highest 27 percent and the lowest 27 percent (100 sheets each) were separated.

The mean and standard deviation of the scores obtained for each item of the upper group and the lower group were calculated separately. The critical ratio were calculated using the formula,



Where,

1 = The mean of the upper group (for an item)

2 = The mean of the lower group

1 = The standard deviation of the upper group

2 = The standard deviation of the lower group

N1 = The sample size of the first group

N2 = The sample size of the second group

The critical ratio obtained for each item together with means and standard deviations of the scores of the two groups are given in Table 3.1.

TABLE 3.1

**ITEM ANALYSIS**

Critical ratio (t- value) with means and standard deviation of the scores for the two groups

| Item No. | Upper Group | | Lower Group | |  |
| --- | --- | --- | --- | --- | --- |
|  | σ1 |  | σ2 |  |
| 1. | 3.32 | 1.05 | 2.22 | 0.99 | 7.65 |
| 2. | 3.98 | 1.22 | 2.58 | 1.27 | 8.28 |
| 3 | 3.38 | 1.26 | 2.03 | 1.04 | 8.28 |
| 4 | 2.04 | 1.26 | 1.13 | 0.52 | 6.69 |
| 5 | 3.59 | 1.41 | 2.02 | 1.20 | 8.49 |
| 6 | 2.99 | 1.37 | 1.44 | 0.79 | 9.78 |
| 7 | 1.80 | 1.14 | 1.98 | 1.29 | -1.05\* |
| 8 | 3.25 | 1.55 | 1.88 | 1.12 | 7.17 |
| 9 | 3.38 | 1.35 | 1.95 | 1.01 | 8.48 |
| 10 | 4.48 | 0.96 | 3.29 | 1.31 | 7.33 |
| 11 | 3.27 | 1.45 | 2.24 | 1.29 | 5.31 |
| 12 | 3.84 | 1.36 | 2.62 | 1.51 | 6.01 |
| 13 | 4.27 | 0.96 | 3.55 | 1.38 | 4.29 |
| 14 | 4.73 | 0.60 | 4.27 | 1.10 | 3.67 |
| 15 | 3.90 | 1.28 | 2.22 | 1.33 | 9.09 |
| 16 | 3.95 | 1.24 | 2.39 | 1.24 | 8.91 |
| 17 | 4.22 | 1.06 | 2.59 | 1.34 | 9.52 |
| 18 | 3.54 | 1.45 | 2.33 | 1.32 | 6.18 |
| 19 | 3.72 | 1.29 | 2.08 | 1.18 | 9.38 |
| 20 | 4.01 | 1.04 | 3.61 | 1.17 | 2.55\* |
| 21 | 1.85 | 1.13 | 1.31 | 0.83 | 3.86 |
| 22 | 3.78 | 1.35 | 2.07 | 1.31 | 9.12 |
| 23 | 2.21 | 1.34 | 1.41 | 0.93 | 4.92 |
| 24 | 3.04 | 1.40 | 2.13 | 1.23 | 4.88 |
| 25 | 3.75 | 1.19 | 2.76 | 1.11 | 6.08 |
| 26 | 3.88 | 1.24 | 2.65 | 1.29 | 6.89 |
| 27 | 3.94 | 1.13 | 2.34 | 1.18 | 9.81 |
| 28 | 3.38 | 1.41 | 1.72 | 1.02 | 9.56 |
| 29 | 4.25 | 1.22 | 2.71 | 1.41 | 8.26 |
| 30 | 4.21 | 1.25 | 2.05 | 1.17 | 12.62 |
| 31 | 2.63 | 1.26 | 1.22 | 0.52 | 10.33 |
| 32 | 2.82 | 1.37 | 2.51 | 1.27 | 1.66\* |
| 33 | 4.69 | 0.70 | 3.25 | 1.09 | 11.11 |
| 34 | 4.10 | 1.14 | 2.51 | 1.27 | 9.34 |
| 35 | 3.52 | 1.32 | 2.01 | 1.35 | 8.005 |
| 36 | 2.25 | 1.31 | 1.78 | 1.30 | 2.54\* |
| 37 | 3.92 | 1.15 | 2.18 | 1.04 | 11.18 |
| 38 | 4 | 1.25 | 2.38 | 1.34 | 8.84 |
| 39 | 3.43 | 1.23 | 1.69 | 0.93 | 11.28 |
| 40 | 4.11 | 1.02 | 2.58 | 1.22 | 9.64 |
| 41 | 3.65 | 1.19 | 2.21 | 1.07 | 9.01 |
| 42 | 3.14 | 1.36 | 1.62 | 0.97 | 9.09 |
| 43 | 2.70 | 1.51 | 1.20 | 0.72 | 8.95 |
| 44 | 2.53 | 1.35 | 2.27 | 1.39 | 1.34\* |
| 45 | 3.38 | 1.43 | 1.63 | 1.06 | 9.83 |
| 46 | 3.16 | 1.49 | 1.49 | 1.03 | 9.22 |
| 47 | 3.05 | 1.50 | 1.29 | 0.70 | 10.65 |
| 48 | 2.12 | 1.32 | 1.09 | 0.38 | 7.50 |
| 49 | 4.15 | 1.14 | 2.21 | 1.12 | 12.14 |
| 50 | 3.91 | 1.24 | 2.00 | 0.98 | 12.03 |
| 51 | 2.33 | 1.51 | 1.14 | 0.42 | 7.58 |
| 52 | 3.16 | 1.23 | 3.55 | 1.28 | -2.19\* |
| 53 | 4.06 | 1.17 | 2.34 | 1.29 | 9.86 |
| 54 | 3.77 | 1.16 | 1.95 | 1.05 | 11.60 |
| 55 | 2.03 | 1.34 | 1.67 | 1.17 | 2.03\* |
| 56 | 3.97 | 1.27 | 1.89 | 0.89 | 13.41 |
| 57 | 3.57 | 1.44 | 1.58 | 0.97 | 11.48 |
| 58 | 3.78 | 1.31 | 1.68 | 0.98 | 12.85 |
| 59 | 3.49 | 1.20 | 1.70 | 1.05 | 11.19 |
| 60 | 3.19 | 1.47 | 1.50 | 0.96 | 9.62 |
| 61 | 2.05 | 1.25 | 1.69 | 1.15 | 2.12\* |
| 62 | 4.44 | 0.99 | 3.11 | 1.30 | 8.15 |

\* Items which are deleted from the final scale

**C. Preparation of the Final Scale**

Items with a critical ratio (t - value) greater than 2.58, the tabled value of ‘t’ for 0.01 level of significance were selected for the final scale. From the total 62 items, 54 items were selected with 0.01 level of significance.

A copy of the Comprehensive Scale of Anxiety (Final – English and Malayalam version) is given as Appendix II and Appendix III.

The response sheet is appended as Appendix III (a)

**Reliability**

Reliability is the degree of consistency that instrument on procedure demonstrates whatever it is measuring it does so consistently (Best and Khan, 2005). To establish the reliability of the present scale, the investigator used the test - retest method. The reliability coefficient if the scale is 0.90, using the test - retest method on a sample of 30 higher secondary school students with an interval of 3 weeks between the testing. The reliability coefficient shows that the scale is a reliable instrument.

**Validity**

“Validity is the quality of a data gathering instrument or procedure that ensures to measure what is supposed to measure" 9Best and Khan, 2005). The validity for the present scale was ensured using concurrent validity.

The validity of the scale was estimated statistically by the following method.

Kerala General Anxiety Scale (Nair, 1976) and newly constructed scale were administered to sample of 30 students and the coefficient of correlation for the two sets of scores was calculated. The validity coefficient obtained is 0.90, which shows, that the present scale is valid one.

**b. SCALE OF ACHIEVEMENT MOTIVATION (1994)**

The investigator used a tool “The scale of Achievement Motivation” constructed by Pillai and Salim (1994) to measure Achievement Motivation of students. This scale includes 50 items based on 7 components of Achievement Motivation.

**(1) Work Ethic**

It is the desire to study hard and it is based on the reinforcement in the performance itself.

Eg: I like to avoid those lessons which I find difficult to study.

**(2) Pursuit of Excellence**

It is the competition with a standard of excellence. It is reward obtained by making the best performance in studies. Eg: I find satisfaction in doing a work better than my earlier work, even if I do not out perform others.

**(3) Status Aspiration**

The desire to be dominant member or a leader among other students. It is reinforcement in climbing the social status hierarchy.

Eg: I want others to come to me for clearing their doubts.

**(4) Competitiveness**

It is the satisfaction obtained while competing with others.

Eg: If there is competition my performance will be better.

**(5) Acquisitiveness**

This is motivation based on the reinforcement properties of position or possession attained by individual.

Eg: I find satisfaction in studying materials which require high intellectual ability and skill.

**(6) Mastery**

It is the satisfaction obtained when succeeding in the study of difficult matters.   
Eg: I find satisfaction in studying materials which require high intellectual ability and skill.

**(7) Dominance**

It includes the desire to lead or to take initiative or become a dominant member of the group.

Eg: When we plan an activity I would like to direct it myself rather than some one else taking the lead.

Out of the 50 items, 8 items belongs to the work ethic, 6 items to Excellence, 10 items to status aspiration, 6 items to competitiveness, 6 items to Acquisitiveness, 4 items to Mastery and 10 items to Dominance. The subjects are to be responded to each item by choosing any one of the alternatives, ‘Yes (Y)’, ‘Undecided (U)’, and ‘NO (N)’ respectively. For negative items, the order is reversed.

Validity and reliability of the scale was re-established by Koya (2001) and found that the validity coefficient is 0.70 which shows that the scale is valid. Coefficient of reliability obtained for the components of Achievement Motivation are presented in Table 3.2.

TABLE 3.2

**Reliability Coefficients   
obtained for the Components of Achievement Motivation**

|  |  |  |
| --- | --- | --- |
| Sl. No. | Components of Achievement Motivation | Reliability Coefficient |
| 1 | Excellence | 0.66 |
| 2 | Work ethic | 0.71 |
| 3 | Status aspiration | 0.82 |
| 4 | Competitiveness | 0.64 |
| 5 | Acquisitiveness | 0.67 |
| 6 | Mastery | 0.6 |
| 7 | Dominance | 0.68 |

The obtained reliability indices of the scale show that this scale is reliable to measure Achievement Motivation of Higher Secondary School students.

**SCORING PROCEDURE**

Both positive and negative items were included in the scale. Statement of each item has three possible responses viz., ‘YES’ (Y), ‘undecided’ (U), and ‘NO’ (N) which carries the scores 3, 2 and 1 respectively for the positive items and for negative items, scoring is in the reverse order. The sum of scores for individual items will indicate the score on Achievement Motivation of the subject.

**E. Sample for the study**

The term sample refers to a small group of individuals taken from a large population. According to Best and Kahn 1995 “the process of sampling makes it possible to draw valid inference or generalisation on the basis of careful observation of variables with a relatively small proportion of the population”.

The sample for the present study is Higher Secondary School Students of Kozhikode and Malappuram districts. Since the present study is conducted on a sample of 700 pupils. The investigator used stratified sampling technique. In selecting the sample due representation was given to factors like Gender, Locale of the school, Subject of specialisation and Type of school management.

The ratio for considering each of these strata in the sample is discussed below.

**Gender**

The term Gender denotes the biological sex of the Higher Secondary School Students.

**Locale of the school**

On the basis of locality where the schools are situated. The schools can be divided into two categories. Rural and Urban schools. The schools that comes under the Panchayath were as considered as Rural schools and the schools that comes under Municipality or Corporation were considered as urban schools.

**Subjects of specialisation**

Subject or Group of the Higher Secondary School Students such as Science, Humanities and Commerce.

**Type of Management**

Schools are managed by the State Government, Aided and Unaided and are taken for selecting the sample.

Break up of the Total Sample is presented in the Figure 1.

N = (700)

|  |  |  |  |
| --- | --- | --- | --- |
| Type of Management | Locale | Subject of specialisation | Gender |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Govt. (273) | Aided (208) | Unaided (219) | Rural (400) | Urban (300) | Science (224) | Humanities (237) | Commerce (239) | Male (340) | Female (360) |

FIGURE 1 **Break up of the Total Sample.**

Details of the school selected for the data collection is given in   
Table 3.

TABLE 3

**Details of the Total Sample**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Name of the School | Type of Management | Locality of School | Type of School | Revenue District |
| 1. | Govt. H.S.S. Peringalam | Government | Rural | Co-education | Kozhikode |
| 2. | S.N.T.H.S.S. Chelannur | Aided | Rural | Co-education |
| 3. | Kuttambur H.S.S., Punnassery | Unaided | Rural | Co-education |
| 4. | H.S.S. Nanminda, Kozhikode | Aided | Rural | Co-Education |
| 5. | Government NGO Quarters HSS | Government | Urban | Co-Education |
| 6. | JDT Islam HSS, Kozhikode | Aided | Urban | Co-Education |
| 7. | JDT Islam HSS, Marikunnu | Unaided | Urban | Co-Education |
| 8. | Medical College Campus, Kozhikode | Government | Urban | Co-Education |
| 9. | G.G.H.S.S., Down Hill, Malappuram | Government | Urban | Girls | Malappuram |
| 10. | GBHSS, Down Hill, Malappuram | Government | Urban | Boys |
| 11. | M.S.P. H.S.S., Malappuram | Aided | Urban | Co-Education |
| 12. | Islahiya H.S.S. | Unaided | Urban | Co-Education |
| 13. | G.V.H.S.S. Chelari | Government | Rural | Co-Education |
| 14. | N.N.M.H.S.S., Chelembra | Aided | Rural | Co-Education |
| 15. | Al-Ansar H.S.S., Malappuram | Unaided | Rural | Co-Education |

**F. DATA Collection procedure, scoring and consolidation of data**

**(a) Data collection Procedure**

After deciding the sample size and the tools to be used, the investigator prepared a list of schools from where she can collect data considering the various categories. Then investigator contacted the heads of higher secondary schools with a letter of recommendation from the Principal, Farook Training College, obtained their permission for collecting data from that institutions. The investigator met the class teachers of the allotted classes and necessary arrangements were made to collect data.

While administrating the scales, the method of responding was explained and demonstrated. Necessary clarification of doubts were given whenever required. No time limit was enforced to respond the items.

**(b) Scoring and Consolidation of data**

Eventhough 700 questionnaires were distributed among students. Only 675 were returned after responding. All the response sheets were scored as per the scoring scheme of the tools prepared. Total score of each subject was calculated in the scale of Anxiety and Achievement Motivation.

The break-up of the final sample is given in Table 3.4.

TABLE 3.4

**Break up of the Final Sample**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Locale | Type of Manage-ment | Subject | Gender | | | Total | Grand Total |
| Male | Female | Total |
| Urban | Govt. | Science | 12 | 13 | 25 | 85 | 286 |
| Humanities | 13 | 17 | 30 |
| Commerce | 14 | 16 | 30 |
| Aided | Science | 15 | 15 | 30 | 91 |
| Humanities | 14 | 16 | 30 |
| Commerce | 19 | 12 | 31 |
| Unaided | Science | 17 | 18 | 35 | 110 |
| Humanities | 15 | 22 | 37 |
| Commerce | 19 | 19 | 38 |
| Rural | Govt. | Science | 27 | 28 | 55 | 172 | 389 |
| Humanities | 28 | 30 | 58 |
| Commerce | 34 | 25 | 59 |
| Aided | Science | 15 | 20 | 35 | 108 |
| Humanities | 16 | 19 | 35 |
| Commerce | 19 | 19 | 38 |
| Unaided | Science | 15 | 18 | 33 | 109 |
| Humanities | 17 | 21 | 38 |
| Commerce | 18 | 20 | 38 |
| TOTAL | | | 327 | 348 | 675 | | |

**G. Statistical Techniques used for analysis of data**

Statistical techniques used in the present study are,

**1. Preliminary Analysis**

To have an idea about the nature of distribution of variables under study, the preliminary statistics like Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis were calculated for the variables Anxiety and Achievement Motivation.

**2. Pearson’s Product Moment Coefficient of Correlation (r)**

The most often used and most precise coefficient of correlation is known as the Pearson’s Product Moment Co-efficient (r). The degree of relationship Measured and represented by the co-efficient of correlation.

In this study this method was used to find out the extent of relationship between the variables Anxiety and Achievement Motivation.

The formula for calculating “r” is

r =  (Kahn, 2005)

Where,

X = Sum of the X scores

Y = Sum of the Y scores

X2 = Sum of the squared X scores

Y2 = Sum of the squared Y scores

XY = Sum of the products of paired X and Y scores

N = Number of pained scores.

**3. Test of significance of difference between means for different categories - ‘t’ test for large independent sample**

The statistical technique ‘Test of significance of difference between means for different categories' is used to find out if there exist, any significant difference in Anxiety and Achievement Motivation between relevant subsamples

The formula is

 (Kahn, 2005)

Where,

1 = The mean of the upper group (for an item)

2 = The mean of the lower group

1 = The Standard Deviation of the upper group

2 = The Standard Deviation of the lower group

N1 = The sample size of the first group

N2 = The sample size of the second group

If the obtained critical ratio is greater than the required value at the level of significance, the mean difference is considered to be significant.

**ANALYSIS AND INTERPRETATION**

The present study is stated as "RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ANXIETY AMONG HIGHER SECONDARY SCHOOL STUDENTS". This chapter describe the details of the statistical analysis and discussion of results obtained. The data collected has been analysed statistically with reference to the objectives and the hypotheses of the study. The objectives and hypotheses of the study restated below.

**Objectives of the study**

The objectives set forth for the study are the following

(i) To find out the nature and extent of Achievement Motivation of students in the total sample and the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

(ii) To find out the nature and extent of Anxiety of students in the total sample and the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

(iii) To find out the extent of relationship between Achievement Motivation and Anxiety of students in the total sample and the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

(iv) To know whether there exists significant difference in Achievement Motivation and Anxiety between the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

**HYPOTHESES OF THE STUDY**

The hypotheses formulated for the study are the following.

(i) There will be significant relationship between Achievement Motivation and Anxiety of students in the total sample and the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

(ii) There will be significant difference in Achievement Motivation and Anxiety of students between the relevant subsamples based on.

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

Analysis of data and discussion of results presented under the following headings:

**A. Preliminary Analysis**

**B. Major Analysis**

**A. PRELIMINARY ANALYSIS**

The important properties of the scores on the variables under study were analysed as preliminary step. Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis worked out for the Male-Female, Rural-Urban, Government - Aided - Unaided, Science - Humanities - Commerce and Total Sample.

The summary of the statistical details are presented in tables 4.1, 4.2, 4.3, 4.4, 4.5, 4,6, 4.7, 4.8, 4.9 and 4.10.

TABLE 4.1  
  
**Important Statistical Constants of   
Distributions of Mean Scores of between   
 Achievement Motivation of Higher Secondary Students (Total Sample)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
| Achievement Motivation | 115.51 | 116.00 | 116.98 | 12.430 | -0.459 | 0.314 |

Graphical representation of the variable Achievement Motivation for total sample is given in Figure 2.



FIGURE-2 **Smoothed frequency curve of variable Achievement Motivation for Total Sample**

TABLE 4.2  
  
**Important Statistical Constants of   
Distributions of Mean Scores of between Male   
and Female Higher Secondary Students Achievement Motivation**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | Sample | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
| Achievement Motivation | **Male** | 109.99 | 110.00 | 110.02 | 11.880 | 0.473 | 0.192 |
| **Female** | 120.70 | 122.00 | 124.6 | 10.574 | -1.679 | 5.697 |

Graphical representation of the variable Achievement Motivation for Gender is given in Figure 3.



FIGURE-3 **Cumulative frequency curve of the variable Achievement Motivation for Gender**

TABLE 4.3  
  
**Important Statistical Constants of   
Distributions of Mean Scores of Rural and Urban   
Higher Secondary Students Achievement Motivation**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | Sample | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
| Achievement Motivation | **Rural** | 119.56 | 120.00 | 120.88 | 10.864 | -1.402 | 4.062 |
| **Urban** | 110.00 | 109.00 | 107.00 | 12.325 | 0.533 | 0.085 |

Graphical representation of the variable Achievement Motivation for Locale is given in Figure 4.



FIGURE-4 **Cumulative Frequency curve of the variable Achievement Motivation for Locale**

TABLE 4.4  
  
**Important Statistical Constants of   
Distributions of Mean Scores of Science Humanities and**

**Commerce Higher Secondary Students Achievement Motivation**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | Sample | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
| Achievement Motivation | **Science** | 109.98 | 106.00 | 98.04 | 13.520 | 0.593 | -0.296 |
| **Humanities** | 113.45 | 115.00 | 118.1 | 9.321 | -1.670 | 6.794 |
| **Commerce** | 122.54 | 124.00 | 126.92 | 10.688 | -1.549 | 3.054 |

Graphical representation of the variable Achievement Motivation for subject of specialisation is given in Figure 5.



FIGURE-5 **Cumulative Frequency curve of the variable Achievement Motivation for Subject**

TABLE 4.5  
  
**Important Statistical Constants of   
Distributions of Mean Scores of Government, Aided**

**and Unaided Higher Secondary Students Achievement Motivation**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | Sample | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
| Achievement Motivation | **Government** | 113.39 | 115.00 | 118.22 | 8.905 | -1.671 | 7.367 |
| **Aided** | 109.87 | 106.00 | 98.26 | 13.933 | 0.599 | -0.418 |
| **Unaided** | 123.11 | 125.00 | 128.78 | 10.763 | -1.730 | 3.601 |

Graphical representation of the variable Achievement Motivation for Type of Management is given in Figure 6.



FIGURE-6 **Cumulative Frequency curve of Variable Achievement Motivation for Type of Management**

From the table of statistics it can be seen that, there is not much variation, between values of the three measures of central tendencies viz., Mean, Median and Mode of the variable Achievement Motivation. The values of coefficient of skewness is near to zero. The measure of kurtosis for the variable do not depart appreciably from that of normality. This suggests that the selected variable Achievement Motivation in total sample and relevant subsamples of the study fulfils the properties of a normal distribution.

TABLE 4.6

**Important Statistical Constants of   
Distributions of Mean Scores of between   
Anxiety of Higher Secondary Students (Total Sample)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
| Anxiety | 152.40 | 153.00 | 154.2 | 31.08 | 0.013 | -0.162 |

Graphical representation of the variable Anxiety for total sample is given in Figure 7.

FIGURE-7 **Smoothed frequency curve of the variable Anxiety for Total Sample**

TABLE 4.7  
  
 **Important Statistical Constants of   
Distributions of Mean Scores of between**

**Male and Female Higher Secondary Students Anxiety**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | Sample | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
| Anxiety | **Male** | 138.94 | 135.00 | 127.12 | 28.273 | 1.129 | 1.669 |
| **Female** | 165.05 | 168.00 | 173.9 | 28.042 | -1.019 | 2.070 |

Graphical representation of the variable Anxiety for Gender is given in figure 8.



FIGURE-8 **Cumulative frequency curve of the variable Anxiety for Gender**

TABLE 4.8  
  
**Important Statistical   
Constants of Distributions of Mean   
Scores of Rural and Urban Higher Secondary Students Anxiety**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | Sample | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
| Anxiety | **Rural** | 162.79 | 164.00 | 166.42 | 27.839 | -0.852 | 1.672 |
| **Urban** | 138.28 | 134.00 | 125.44 | 29.543 | 1.219 | 1.553 |

Graphical representation of the variable Anxiety for Locale is given in figure 9.



FIGURE-9 **Cumulative frequency curve of the variable Anxiety for Locale**

TABLE 4.9  
  
**Important Statistical Constants of   
Distributions of Mean Scores of Science   
Humanities and Commerce Higher Secondary Students Anxiety**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | Sample | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
| Anxiety | **Science** | 138.00 | 130.00 | 114.00 | 32.401 | 1.215 | 0.987 |
| **Humanities** | 149.85 | 152.00 | 156.3 | 17.846 | 0.175 | 5.250 |
| **Commerce** | 168.00 | 176.00 | 192.00 | 32.826 | -1.282 | 1.316 |

Graphical representation of the variable Anxiety for subject of specialisation is given in figure 10.



FIGURE-10 **Cumulative frequency curve of the variable Anxiety for Subject**

TABLE 4.10  
  
**Important Statistical Constants of   
Distributions of Mean Scores of Government,**

**Aided and Unaided Higher Secondary Students Anxiety**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | Sample | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
| Anxiety | **Government** | 151.67 | 152.00 | 152.66 | 20.118 | 0.911 | 5.612 |
| **Aided** | 136.04 | 129.00 | 114.92 | 30.671 | 1.149 | 0.785 |
| **Unaided** | 168.13 | 177.00 | 194.74 | 33.932 | -1.254 | 1.063 |

Graphical representation of the variable Anxiety for Type of Management is given in figure 11.



FIGURE-11 **Cumulative frequency curve of the variable Anxiety for Type of Management**

From the table of statistics it can be seen that, there is not much variation, between values of the three measures of central tendencies viz., Mean, Median and Mode of the variable Anxiety. The values of coefficient of skewness is near to zero. The measure of kurtosis for the variable do not depart appreciably from that of normality. The values are not highly deviation from each other which suggests that the selected variable Anxiety in total sample and relevant subsamples of the study fulfils the properties of a normal distribution.

**B. MAJOR ANALYSIS**

(i) Relationship between Achievement Motivation and Anxiety.

(ii) Test of Significance of difference between means scores for different categories - 't' test for large independent sample.

***(i) Relationship between Achievement Motivation and Anxiety***

The collected data has been analysed to find out the correlation coefficients for the independent variable Achievement Motivation with the dependent variable Anxiety. The coefficients of correlation were calculated using Pearson's Product Moment Method.

The Coefficient of Correlation for the variables are presented in Table 4.11, 4.12, 4.13, 4.14, 4.15 and 4.16.

TABLE 4.11  
  
**Correlation of Achievement Motivation**

**and Anxiety for the Total Sample (N=675) and**

**subsamples of Male (N=327), Female (N=348), Rural (N=389),   
Urban (N=286), Science (N=213), Humanities (N=228), Commerce (N=234), Government (N=257), Aided (N=199) and Unaided (N=219)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Variables | Sample | 'r' | t-value |  | Shared Variance (r2 x 100) |
| 1 | Achievement Motivation |  |  |  |  |  |
| 2. | Anxiety | Total  Male  Female  Rural  Urban  Science  Humanities  Commerce  Government  Aided  Unaided | 0.381  0.219  0.27  0.3  0.242  0.258  0.308  0.239  0.229  0.286  0.242 | 12.56282  4.467456  5.878146  7.053874  4.684249  4.350698  5.566111  4.173011  4.164649  4.750617  4.094592 | 0.03292  0.052728  0.04976  0.04619  0.05576  0.064108  0.060075  0.06177  0.05922  0.06525  0.06376 | 14.5161  4.7961  7.29  9  5.8564  6.6564  9.4864  5.7121  5.2441  8.1796  5.8564 |

TABLE 4.12  
  
**Pearson's 'r' for the variable Achievement**

**Motivation and Anxiety for the Total Sample**

|  |  |  |
| --- | --- | --- |
| Sl. No. | Variables | Coefficient of Correlation |
| 1. | Achievement Motivation | 0.381\*\* |
| 2. | Anxiety |

\*\* Mark indicates significance at 0.01 level.

**Discussion of Results**

From Table 4.12, it can be seen that, the coefficient of correlation for the independent variable Achievement Motivation with the dependent variable in the case of total sample is 0.381. The value obtained suggest that, the relation between the variables is significant at 0.01 level. There is magnitude and direction of 'r' indicates the existence of low and positive relationship between the variables. This indicates that, the two variables Achievement Motivation and Anxiety are significantly related, the relationship is positive and low. So the relationship between Achievement Motivation and Anxiety for the total sample are significant at 0.01 level.

TABLE 4.13  
  
**Pearson's 'r' for the variable Achievement**

**Motivation and Anxiety for the Sub Samples based on Gender**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Variables | Sample | Coefficient of Correlation |
| 1. | Achievement Motivation | Male | 0.219\*\* |
| 2. | Anxiety | Female | 0.270\*\* |

\*\* Mark indicates significance at 0.01 level.

**Discussion of Results**

From the Table 4.13 it can be seen that, the coefficient of correlation for the independent variable Achievement Motivation with the dependent variable Anxiety of Male students is 0.219, the required value is significant at 0.01 level. The magnitude of 'r' suggests that the relationship is low. The sign of 'r' indicates that the relationship is positive. That is, the two variables Achievement Motivation and Anxiety are significantly related and the relationship is low and positive.

The coefficient of correlation for the independent variable Achievement Motivation with the dependent variable Anxiety in the case of Female students is 0.270. The significance of 'r' at 0.01 level. This indicates that, in the case of female students the variables are significantly related. The Magnitude and sign of 'r' suggests that the relationship between the variables is low and positive.

TABLE 4.14  
  
**Pearson's 'r' for the variable Achievement**

**Motivation and Anxiety for the Sub Samples based on Locality**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Variables | Sample | Coefficient of Correlation |
| 1. | Achievement Motivation | Rural | 0.300\*\* |
| 2. | Anxiety | Urban | 0.242\*\* |

\*\* Mark indicates significance at 0.01 level.

**Discussion of Results**

From the Table 4.14 reveals that, the coefficient of correlation for the independent variable Achievement Motivation with the dependent variable Anxiety for the students of Rural School is 0.300. The obtained value is significant at 0.01 level. This indicates that the variables Achievement Motivation and Anxiety are significantly related in the case of students of rural schools. The sign of 'r' indicates that the relationship is positive. The magnitude of the coefficient of correlation suggests that there exist low correlation between the variables. That means, for a slight increase in one variables there will be a corresponding increase in the other variable.

In Table 4.14., it is seen that, the coefficient of correlation for the independent variable Achievement Motivation with the dependent variable Anxiety, for the students of Urban school is 0.242, which is significant at 0.01 level. The sign and magnitude of 'r' also suggests that, the relationship is low and positive. This means that, the two variables Achievement Motivation and Anxiety are significantly related and the relationship is positive and low. That is for an increase is one variables there will be a small increase in other variable.

TABLE 4.15  
  
**Pearson's 'r' for the variable   
 Achievement Motivation and Anxiety  
for the Sub Samples based on Subject of Specialisation**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Variables | Sample | Coefficient of Correlation |
| 1. | Achievement Motivation | Science | 0.258\*\* |
| 2. | Anxiety | Humanities | 0.308\*\* |
|  |  | Commerce | 0.239\*\* |

\*\* Mark indicates significance at 0.01 level.

**Discussion of Results**

From Table 4.15, it is revealed that the coefficient of correlation for the independent variable Achievement Motivation with the dependent variable Anxiety for Students of Science is 0.258. The obtained value indicates that there exists a significant relationship between the variables, as the value 'r' is significant at 0.01 level. The value of 'r' also suggests that, there is low and positive relationship between the variables. That is, in the case of students science the variables Achievement Motivation and Anxiety are significantly related and the relationship is low and positive.

In the case of students of Humanities, the coefficient of correlation obtained for the independent variable Achievement Motivation with the dependent variable Anxiety is 0.308 as indicated by Table 4.15. The obtained value significant at 0.01 level. The sign of 'r' indicates that, the relationship is positive and the magnitude of 'r' suggests low relationship between the variables. This indicates that, the two variables Achievement Motivation and Anxiety are significantly related, the relationship is low and positive.

The coefficient of correlation for the independent variable Achievement Motivation with the dependent variable Anxiety for the students of commerce is 0.239. Since the obtained value is significant at 0.01 level, the two variables are significantly related. The magnitude of 'r' indicates that, there is a low relationship between the variables. The positive sign of 'r' suggests that, the relationship is positive. This means that, the two variables, Achievement Motivation and Anxiety are significantly related and the relationship is low and positive. That is, for an increase in Anxiety, there will be a small increase in Achievement Motivation.

TABLE 4.16  
  
**Pearson's 'r' for the variable   
 Achievement Motivation and Anxiety  
for the Sub Samples based on Type of Management**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Variables | Sample | Coefficient of Correlation |
| 1. | Achievement Motivation | Government | 0.229\*\* |
| 2. | Anxiety | Aided | 0.286\*\* |
|  |  | Unaided | 0.242\*\* |

\*\* Mark indicates significance at 0.01 level.

From Table 4.16, it can be seen that, the coefficient of correlation for the independent variable Achievement Motivation with the dependent variable Anxiety of Government school students is 0.229, which is significant at 0.01 level. The magnitude of 'r' suggests that the relationship is low. The sign of 'r' indicates that the relationship is positive. That is, the two variables, Achievement Motivation and Anxiety are significantly related and the relationship is low and positive.

The coefficient of correlation for the independent variable Achievement Motivation with the dependent variable Anxiety in the case of students of Aided school students is 0.286, the required value is significant at 0.01 level. This indicates that, the variables of Aided school students are significantly related. The magnitude and direction of 'r' indicates the existence of a low and positive relationship between the variables.

From the Table 4.16, it is revealed that the coefficients of correlation obtained for the independent variable Achievement Motivation with the dependent variable Anxiety of students of Unaided is 0.242, which is significant at 0.01 level. The positive sign indicates a positive relationship between the variables but, the magnitude of 'r' suggests that the relationship is low. This indicates that, the two variables Achievement Motivation and Anxiety are significantly related, the relationship is positive but low. That is for an increase in one variable, there will be a corresponding small increase in the other variable

**(ii) Test of significance of difference between mean scores for different categories - 't' test for large independent sample**

Comparison of the mean scores of Achievement Motivation and Anxiety between subsamples based on Gender, Locality, Subject of Specialisation and Type of Management.

The statistical details of mean scores of variables are presented in Tables 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, and 4.24.

TABLE 4.17

**Data and Results of the Test of**

**Mean Scores of Achievement Motivation and**

**Anxiety between Male and Female Higher Secondary Students**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Variables | Male | | | Female | | | 't' value | Level of signi-ficance |
| N1 | M1 | SD1 | N2 | M2 | SD2 |
| 1 | Achievement Motivation | 327 | 109.99 | 11.880 | 348 | 120.70 | 10.574 | -12.385 | S |
| 2 | Anxiety | 327 | 138.94 | 28.273 | 348 | 165.05 | 28.042 | -12.045 | S |

S: Significant.

Table 4.17 indicates that the Mean Scores of obtained Achievement Motivation and Anxiety are 109.99 and 138.94. Mean scores obtained for the female students on Achievement Motivation and Anxiety are 120.70 and 165.05 and respectively. Standard deviation obtained for the variables for males are 11.880 and 28.273 and females 10.574 and 28.042 respectively. The 't' values are greater than the table value 2.58 at 0.01 level of significance. Thus it can be found that there exists significant difference between the Achievement Motivation and Anxiety of Male and Female students.

**Discussion**

The mean scores of the Achievement Motivation and Anxiety of the Male and Female Higher secondary students are analysed. It is found that there is significant difference between the Achievement Motivation and Anxiety of male and female students. So it can be concluded that the male and female students differ in their Achievement Motivation and Anxiety.

TABLE 4.18

**Data and Results of the Test of**

**Mean Scores of Achievement Motivation and**

**Anxiety between Rural and Urban Higher Secondary Students**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Variables | Rural | | | Urban | | | 't' value | Level of signi-ficance |
| N1 | M1 | SD1 | N2 | M2 | SD2 |
| 1 | Achievement Motivation | 389 | 119.56 | 10.864 | 286 | 110.00 | 12.325 | -10.665 | S |
| 2 | Anxiety | 389 | 162.79 | 27.839 | 286 | 138.28 | 29.543 | -11.013 | S |

S: Significant.

As shown in the Table 4.18, mean scores obtained for Rural school students on Achievement Motivation and Anxiety are 119.56 and 162.79 respectively standard deviation obtained for the variables are 10.864 and 27.839 respectively. Mean scores obtained for Urban school students on Achievement Motivation and Anxiety are 110.00 and 138.28 respectively. Standard deviation scores obtained for above variables are 12.325 and 29.543 respectively. The 't' values are greater than tabled value 2.58 at 0.01 level of significance. Thus it can be found that there is significant difference between the Achievement Motivation and Anxiety of Rural and Urban school students.

**Discussion**

The analysis of the data shows that there exists significant difference between the Achievement Motivation and Anxiety of the Rural and Urban school students. Hence it can be concluded that the rural and urban students are differ in their Achievement Motivation and Anxiety.

TABLE 4.19

**Data and Results of the Test of**

**Mean Scores of Achievement Motivation and Anxiety**

**between Science and Humanities Higher Secondary Students**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Variables | Science | | | Humanities | | | 't' value | Level of signi-ficance |
| N1 | M1 | SD1 | N2 | M2 | SD2 |
| 1 | Achievement Motivation | 213 | 109.98 | 12.520 | 228 | 113.45 | 9.321 | -3.156 | S |
| 2 | Anxiety | 213 | 138.00 | 32.401 | 228 | 149.85 | 17.846 | -4.795 | S |

S: Significant.

As shown in the Table 4.19, mean scores obtained for students from Science group on Achievement Motivation and Anxiety are 109.98 and 138.00 respectively. Standard deviation obtained for the variables are 13.520 and 32.401 respectively. Mean scores obtained for students of Humanities group on Achievement Motivation and Anxiety are 113.45 and 149.85 respectively. Standard deviation scores obtained for these variables are 9.321 and 17.846 respectively. The 't' values are greater than tabled value 2.58 at 0.01 level of significance. Thus it can be found that there exists significant difference between the Achievement Motivation and Anxiety of higher secondary students from Science and Humanities groups.

**Discussion**

The analysis of the data shows that there is significant difference between the Achievement Motivation and Anxiety for students from Science and Humanities. Hence it can be concluded that students from Science and Humanities are differ in their Achievement Motivation and Anxiety.

TABLE 4.20

**Data and Results of the Test of**

**Mean Scores of Achievement Motivation and**

**Anxiety between Science and Commerce Higher Secondary Students**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Variables | Science | | | Commerce | | | 't' value | Level of signi-ficance |
| N1 | M1 | SD1 | N3 | M3 | SD3 |
| 1 | Achievement Motivation | 213 | 109.98 | 13.520 | 234 | 122.54 | 10.688 | -10.944 | S |
| 2 | Anxiety | 213 | 138.00 | 32.401 | 234 | 168.00 | 32.826 | -9.707 | S |

S: Significant.

As shown in the Table 4.20, Mean scores obtained for students from Science group on Achievement Motivation and Anxiety are 109.98 and 138.00 respectively. Standard deviation obtained for the variables are 13.520 and 32.401 respectively. Mean scores obtained for students of Commerce group on Achievement Motivation and Anxiety are 168.00 and 122.54 respectively. Standard deviation scores obtained for these variables are 10.688 and 32.826 respectively. The 't' values are greater than the tabled value 2.58 at 0.01 level of significance. Thus it can be found that there exists significant difference between the Achievement Motivation and Anxiety of higher secondary students from Science and Commerce groups.

**Discussion**

The analysis of the data shows that there is significant difference between the Achievement Motivation and Anxiety for Students from Science and Commerce. Hence it can be concluded that students from Science and Commerce are differ in their Achievement Motivation. and Anxiety

TABLE 4.21

**Data and Results of the Test of**

**Mean Scores of Achievement Motivation and Anxiety  
between Humanities and Commerce Higher Secondary Students**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Variables | Humanities | | | Commerce | | | 't' value | Level of signi-ficance |
| N2 | M2 | SD2 | N3 | M3 | SD3 |
| 1 | Achievement Motivation | 228 | 113.45 | 9.321 | 234 | 122.54 | 10.688 | -9.734 | S |
| 2 | Anxiety | 228 | 149.85 | 17.846 | 2.34 | 168.00 | 32.826 | -7.356 | S |

S: Significant.

Table 4.21 indicates that the mean scores obtained for students from Humanities and Commerce group on Achievement Motivation and Anxiety are 113.45 and 149.85; 122.54 and 168.00 respectively. Standard deviation obtained for students from Humanities and Commerce group on variables are 9.321 and 17.846; 10.688 and 32.826 respectively. The 't' values are greater than the tabled value 2.58 at 0.01 level of significance. Thus it can be found there exists significant difference between Achievement Motivation and Anxiety of higher secondary students from Humanities and Commerce group.

**Discussion**

The analysis of the data shows that there is significant difference between the Achievement Motivation and Anxiety for students from Humanities and Commerce. Hence it can be concluded that students from Humanities and Commerce are differ in their Achievement Motivation and Anxiety.

TABLE 4.22

**Data and Results of the Test of**

**Mean Scores of Achievement Motivation and Anxiety**

**between Government and Aided Higher Secondary Students**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Variables | Government | | | Aided | | | 't' value | Level of signi-ficance |
| N1 | M1 | SD1 | N2 | M2 | SD2 |
| 1 | Achievement Motivation | 257 | 113.39 | 8.905 | 199 | 109.87 | 13.933 | -3.281 | S |
| 2 | Anxiety | 257 | 151.67 | 20.118 | 199 | 136.04 | 30.671 | -6.549 | S |

S: Significant.

Table 4.22 indicates that the mean scores obtained for students from Government schools on Achievement Motivation and Anxiety are 113.39 and 151.67 respectively standard deviation obtained for the variables are 8.905 and 20.118 respectively. Mean scores obtained for students of Aided schools on Achievement Motivation and Anxiety are 109.87 and 136.04 respectively. Standard deviation scores obtained for these variables are13.933 and 30.671 respectively. The 't' values are greater than the tabled value 2.58 at 0.01 level of significance. Thus it can be found that thee exists significant difference between the Achievement Motivation and Anxiety of higher secondary students from Government and Aided schools.

**Discussion**

The analysis of the data shows that there is significant difference between the Achievement Motivation and Anxiety for students from Government and Aided schools. Hence, it can be concluded that students from Government and Aided are differ in their Achievement Motivation and Anxiety.

TABLE 4.23

**Data and Results of the Test of**

**Mean Scores of Achievement Motivation and Anxiety**

**between Government and Unaided Higher Secondary Students**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Variables | Government | | | Unaided | | | 't' value | Level of signi-ficance |
| N1 | M1 | SD1 | N3 | M3 | SD3 |
| 1 | Achievement Motivation | 257 | 113.39 | 8.905 | 219 | 123.11 | 10.763 | -10.783 | S |
| 2 | Anxiety | 257 | 151.67 | 20.118 | 219 | 168.13 | 22.932 | -6.547 | S |

S: Significant.

Table 4.23, indicates that the means scores obtained for Government and Unaided school students on Achievement Motivation and Anxiety are 113.39 and 151.67; 123.11 and 168.13 respectively. Standard deviation obtained for students on above variables are 8.905 and 20.118; 10.763 and 33.932 respectively. The calculated 't' values are greater than the tabled value 2.58 at 0.01 level of significance. Thus it can be found there exists significant difference between Achievement Motivation and Anxiety of students from Government and Unaided schools.

**Discussion**

The analysis can be concluded that students from Government and Unaided schools are differ in their Achievement Motivation and Anxiety. Hence it can be concluded that students from Government and Unaided are differ in their Achievement Motivation and Anxiety.

TABLE 4.24

**Data and Results of the Test of**

**Mean Scores of Achievement Motivation and**

**Anxiety between Aided and Unaided Higher Secondary Students**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Variables | Aided | | | Unaided | | | 't' value | Level of signi-ficance |
| N2 | M2 | SD2 | N3 | M3 | SD3 |
| 1 | Achievement Motivation | 199 | 109.87 | 13.933 | 219 | 123.11 | 10.763 | -10.930 | S |
| 2 | Anxiety | 199 | 136.04 | 30.671 | 219 | 168.13 | 33.932 | -10.107 | S |

S: Significant.

Table 4.24, indicates that the Mean scores obtained for Aided and Unaided school students on Achievement Motivation and Anxiety are 109.87 and 136.04; 123.11 and 168.13 respectively. Standard deviation obtained for students on above variables are 13.933 and 30.671; 10.763 and 33.932 respectively. The calculated 't' values are greater than the tabled value 2.58 at 0.01 level of significance. Thus it an be found there exists significant difference between Achievement Motivation and Anxiety of students from Aided and Unaided schools.

**Discussion**

The analysis can be concluded that students from Aided and Unaided schools are differ in their Achievement Motivation and Anxiety. Hence it can be concluded that students them aided and unaided schools are differ in their Achievement Motivation and Anxiety.

**TENABILITY OF HYPOTHESES**

Based on the findings, the tenability of hypotheses of the study were reviewed.

The first hypothesis states that "there will be significant relationship between Achievement Motivation and Anxiety of Higher secondary students in the total sample and the subsamples based on Gender, Locale, Subject of specialisation and Type of Management. The findings revealed that there exists significant relation between Achievement Motivation and Anxiety and each of the variables in the total sample and in the subsamples based on Gender, Locale, subject and Type of Management. The coefficient of correlations obtained for these variables are significant beyond 0.01 level. The relationship is positive but low correlation between Achievement Motivation and Anxiety for the total sample and subsamples, Male, Female, Rural, Urban, Science, Humanities, Commerce, Government, Aided and Unaided Higher secondary school students. Thus, the first hypothesis is fully substantiated.

The second hypothesis states that "there exists significant difference in the variables Achievement Motivation and Anxiety between the relevant subsamples based on Gender, Locale, Subject and Type of Management. In this study, it was found that, all the relevant subsamples based on Gender, Locale, Subject and Type of Management viz., Male and Female, Rural and Urban, Science and humanities, Science and Commerce, Humanities and Commerce, Government and Aided, Government and Unaided, and Aided and Unaided are differed significantly in the relationship of Achievement Motivation and Anxiety. Hence the second hypotheses also is fully substantiated.

**SUMMARY OF PROCEDURE, FINDINGS AND SUGGESTIONS**

This chapter provides an overview of the significant aspects of the study viz; study in retrospect, major findings of the study, educational implications and suggestions for further research in this area.

**1 STUDY IN RETROSPECT**

The present study was entitled as "RELATION BETWEEN ACHIEVEMENT MOTIVATION AND ANXIETY AMONG HIGHER SECONDARY SCHOOL STUDENTS".

**2 VARIABLES OF THE STUDY**

Present study is designed with two types of variables viz., independent variable and dependent variable. The independent variable is Achievement Motivation and the dependent variable is Anxiety.

The variables considered in sampling and for classification of the sample into subsamples are

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

**3 Objectives of the study**

The objectives set forth for the study are the following

(i) To find out the nature and extent of Achievement Motivation of students in the total sample and the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

(ii) To find out the nature and extent of Anxiety of students in the total sample and the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

(iii) To find out the extent of relationship between Achievement Motivation and Anxiety of students in the total sample and the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

(iv) To know whether there exists significant difference in Achievement Motivation and Anxiety between the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

**4 HYPOTHESES OF THE STUDY**

The hypotheses formulated for the study are the following.

(i) There will be significant relationship between Achievement Motivation and Anxiety of students in the total sample and the relevant subsamples based on

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

(ii) There will be significant difference in Achievement Motivation and Anxiety of students between the relevant subsamples based on.

a. Gender

b. Locale of the School

c. Subject of specialisation

d. Type of management

**5) METHODOLOGY**

**A) Sample**

The study was conducted on a sample of 700 Higher Secondary Students (Pluse-one). Sample selection was done by stratified sampling technique, giving due representation to the factors like Gender, Locale, Subject of Specialisation and Type of Management.

**B) Tools used**

(i) Comprehensive scale for Anxiety

(ii) Scale of Achievement Motivation (Dr. Kamala S. Pillai and Salimkumar.C)

**C) Statistical Techniques used**

i) Preliminary statistics like Arithmetic mean, Median, Mode, Standard Deviation, Skewness and Kurtosis.

ii) Person's Product Moment Coefficient of Correlation

iii) Test of significance of difference between means for different categories – 't' test for large independent sample.

**6) MAJOR FINDINGS OF THE STUDY**

Important findings of the study are presented below

(i) The nature and extent of Achievement Motivation of Students in total sample and the subsamples based on Gender, Locale, Subject, Type of Management are normally distributed.

(ii) The nature and extent of Anxiety of Students in total sample and the subsamples based on Gender, Locale, Subject, Type of Management are normally distributed.

(iii) When the relationship between Achievement Motivation and Anxiety were analysed, the following results were obtained.

(a) Relationship between Achievement Motivation and Anxiety of Higher Secondary Students for the total sample is significant and positive  
 (r = 0.381, N = 675)

(b) There exists significant, positive and low relationship between Achievement Motivation and Anxiety of Higher Secondary Students of Male sample (r = 0.219, N = 327) and Female (r = 0.27, N = 348)

(c) There exists significant, positive and low relationship between Achievement Motivation and Anxiety of Higher Secondary Students of Rural schools (r = 0.3, N = 389) and Urban schools (r = 0.242,   
N = 286)

(d) There exists significant, positive and low relationship between Achievement Motivation and Anxiety of Higher Secondary Students of Science group (r = 0.258, N = 213), Humanities group (r = 0.308,   
N = 228) and Commerce group (r = 0.239, N = 234)

(e) There exists significant, positive and low relationship between Achievement Motivation and Anxiety of Higher Secondary Students of Government schools (r = 0.229, N = 257) , Aided schools (r = 0.286, N = 199) and Unaided schools (r = 0.242, N = 219)

(iv) In order to find out whether there exists significant difference in the relationship of the variables Achievement Motivation and Anxiety between the relevant subsamples based on Gender, Locale, subject of specialisation, and type of management, critical ratios were calculated and the results obtained are:

(a) Male and Female students differ significantly in the relationship of the variables Achievement Motivation and Anxiety.

Achievement Motivation (t = -12.385)

Anxiety ( t = -12.045)

(b) Rural and Urban school students differ significantly in the relationship of the variables Achievement Motivation and Anxiety

Achievement motivation (t = -10.665)

Anxiety ( t = -11.013)

(c) Science and Humanities students differ significantly in the relationship of the variables Achievement Motivation and Anxiety.

Achievement motivation (t =  -3.156)

Anxiety ( t = 4.795)

(d) Science and commerce students differ significantly in the relationship of the variables Achievement Motivation and Anxiety

Achievement motivation ( t = - 10.944)

Anxiety ( t = -9.707 )

(e) Humanities and Commerce students differ significantly between the Achievement Motivation and Anxiety

Achievement motivation (t = -9.734)

Anxiety ( t = -7.356)

(f) Government and Aided school students differ significantly between the Achievement Motivation and Anxiety

Achievement motivation (t = -3.281)

Anxiety ( t = 6.549)

(g) Government and Unaided school students differ significantly between the Achievement Motivation Anxiety

Achievement Motivation (t = -10.783)

Anxiety (t = -6.547)

(h) Aided and Unaided school students differ significantly between the Achievement Motivation and Anxiety.

Achievement Motivation (t = - 10.930)

Anxiety (t = - 10.107)

**7) CONCLUSION**

Major findings of the study helped the investigator to arrive at the following conclusions.

(1) Relationship of Achievement motivation and Anxiety is low which means that for a slight increase in one variable, there will be a corresponding small increase in the other variable. Moderate levels of Anxiety seem to facilitate general effectiveness.

(2) Achievement Motivation can be considered as a facilitating factor.

(3) The relevant subsamples based on Gender, Locale, Subject, Type of Management are differ significantly in the relationship of Achievement Motivation and Anxiety.

(4) The relationship between Achievement Motivation and Anxiety is found to be,

(a) In the case of Gender, correlation of the variables is high for Females than Males.

(b) In the case of Locality, correlation of the variables is high for Rural school students than Urban school students.

(d) In the case of Subject, correlation of the variables is high for Humanities students than Science and Commerce students.

(e) In the case of Type of Management, correlation of the variables is high for Aided school students than Unaided and Government schools.

5) Achievement Motivation and Anxiety are significant relationship between the total sample and relevant subsamples based on Gender, Locale, Subject and Type of Management. The relationship is positive, but low correlation.

**8. EDUCATIONAL IMPLICATIONS OF THE STUDY**

The present study was to test the significant relationship and significant difference of the Achievement Motivation and Anxiety between the total sample and relevant sub samples based on Gender, Locale, Subject and Type of Management for Higher Secondary School Students. The findings of the study and conclusions drawn helped the investigator to suggest the following.

(1) Several researchers concluded that both high and low levels of Anxiety tended to disrupt the learning process, whereas moderate levels of Anxiety created an ideal atmosphere for learning. In the present study found that the relationship between Achievement Motivation and Anxiety is to be significant and the relationship is low and positive. That means, for a slight increase in one variable, there will be a corresponding increase in other variable. So attempts to manipulate the Anxiety in students and increase the Achievement Motivation should be made by teachers, parents, school counsellors and administrators.

(i) Teachers should

* identify and give proper learning experience to reduce Anxiety of students.
* become aware of the students performance may be having during the Academic activities.
* try to explore the factors contributing to Anxiety in order to analyse the causes of Anxiety in anxious students.
* try to use verbal and non verbal positive reinforcement to build student’s confidence and self concept during all phases of learning activities.
* help the students set goods for individual accomplishment that are realistic and that can be attained during the academic activities.
* should teach students successful test taking strategies that include understanding time limits, different types of test formats etc.
* not compare the performance of students with that of others.
* motivate the students to the optimal level for performance.
* never discourage students especially those who suffer from Anxiety.

(ii) Parents should become aware of

* moderate level of parental control promotes Achievements Motivation than high or less parental control.
* try to create and maintain a good home environment that will help their childrens to do their academic activities successfully.
* try to realise and accept the abilities and disabilities of the child.
* talking with their children friendly and encourage to do their best.
* evaluate their childrens academic progress over a period of time.
* try to understand their childrens problems

(iii) Administrators should

* develop school policies on academic activities of the schools that are clear and easily understood.
* encourage school counsellors to address anxious students individually try to help them to manage the Anxiety in them.
* attempt to build a strong alliance with parents, students and teachers.

(iv) School counsellors can

* conduct classroom guidance topics on Anxiety, test taking strategies, study skills and consult with teachers.
* practice different types of relaxation techniques with students.
* set out students who have successfully defeated Anxiety in doing academic activities and have them speak with other students to share their experience.
* conduct workshop to parents focussing on ways they may help children to reduce Anxiety.

(v) Students should be encouraged to

* avoid cramming develop good study habits and good test taking skills
* not compare themselves to other students while doing academic activities.

(2) As Achievement Motivation is positively related to performance of students, an increase in which will enhance their performance. The following measures can be take to raise the Achievement Motivation among students.

(i) counselling of parents to create a healthy positive attitude towards education of their children.

(ii) make them aware of the various opportunities in different fields and inculcate in them a need to achieve.

(iii) conduct guidance programmes for teachers as well as parents in order to make appropriate classroom as well as home environment to increase Achievement Motivation of students.

(iv) to provide a rich, pleasant and stimulating environment for students which will evoke their manifold interests.

**9. Suggestions for further research**

The findings of the study and the limitations encountered in the present study helped the investigator to suggest the following for further research.

(1) Replication of the present study using samples from primary, higher secondary and college levels.

(2) The same study can be extended to higher secondary students of all districts of Kerala.

(3) A similar study can be undertaken to reveal the effect of Anxiety and Achievement Motivation on Academic Achievement of Science students.

(4) A study can be conducted to find out the influence of medium of instruction on level of Anxiety and Achievement Motivation among school students.

(5) The present study can be used as a basis for studying other variables like self concept, performance, intelligence with other academic subjects.

(6) A study on the effect of Anxiety Achievement Motivation and sex on performance of Athletic teams.

(7) The present study can be conducted among student teachers in teacher training institutes.

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**APPENDIX II**

**FAROOK TRAINING COLELGE**

**UNIVERSITY OF CALICUT**

**COMPREHENSIVE SCALE FOR ANXIETY (Final)**

**K.P. MOHAMED ISHAQ JUNA. J.N.**

**Lecturer (Selection Grade) M.Ed. Student**

**INSTRUCTIONS**

This is a scale to assess your Academic, Personal and Home-related anxieties. Each item carries five responses which are 'Always, Often, Sometimes, Rarely and Never'. Read each of the items carefully and indicate your responses by putting 'X' marks in the circles provided in the response sheet against statements. Please try to indicate responses to all the statement.

The data collected will be kept confidential and be used only for research purpose.

1. I feel anxious of being inferior to others, while doing activities related to learning. (Home work/ Assignment/Record/Project)
2. When I get low scores in examination, I worry whether I lose the trustfulness of the teachers.
3. I feel restless when others assess my personality.
4. I think the parents don't care me alone.
5. While presenting seminar, I am afraid of shivering.
6. I feel I don't get proper recognition among my friends.
7. I am worried about missing my friends.
8. When I get pressurized from my agemates I get tensed.
9. If I couldn't write the examination properly I feel worried.
10. I feel it difficult to learn since the subject of my study is beyond my interest and ability.
11. When going to examination, I repeatedly check whether I have taken all the instrumental materials.
12. I am restless, till I complete the responsibilities which I take
13. When my parents suddenly become ill, I get tensed till they become well.
14. Due to lack of confidence, I can't perform my artistic talents.
15. When my friends don't help me even in troubles, I feel disappointed
16. The very thought of studying difficult portions worries me.
17. The behaviour of the family members without considering the seriousness of the school activities make me in trouble.
18. I feel totally upset when my parents scold me.
19. I have the confidence that I can do any job sincerely.
20. I feel sorrow due to financial backwardness of my family.
21. I feel difficulty while involving in group activities.
22. I feel calm and confident during the time of examination.
23. I get disturbed when others interfere in my personal freedom.
24. I feel restless till I collect the books and other things required for learning activities.
25. I doubt whether my friends listen to me with interest.
26. I feel worried when I didn't get enough money for my personal needs.
27. The thought whether I can able to rise upto my parent's expectation make me in trouble.
28. When the parents compare me with others children, I feel disturbed.
29. I am afraid at the moment the teacher enters into the class.
30. When I couldn't remember the thoroughly learned portions, I feel uneasiness.
31. The thought whether I would be able to clear out the course with high grades make me in trouble.
32. While facing persons with high ranks and position, I feel inferiority.
33. I feel restless I think about complex activities.
34. I am anxious whether parents tell opinions about my study matters.
35. The lack of suitable atmosphere to overcome the problematic situation makes me unhappy.
36. I feel disturbed when I think about learning activities.
37. When I confront problems I couldn't take a strong decision.
38. While involving mattes related to learning and examination, I feel physical illness.
39. I feel loneliness due to the avoidance of my opinion in family matters.
40. I am afraid of asking doubts to the teachers.
41. I feel uneasiness even in silly things.
42. The feeling of whether the friends avoid me because of my behaivour towards them makes me afraid.
43. I doubt, whether, the illiteracy of my parents adversely affect me.
44. I feel afraid at the time of approach of examination.
45. When teacher ask questions I am not able to answer even the thoroughly learned portions.
46. I couldn't attend well in my studies due to quarrel among parents.
47. The thought of whether I get a job after completing my studies makes me feel worry.
48. I used to forget relevant portions because of several thoughts (Examihation/Family/Personal)
49. I feel unhappy when my friends isolate me and also when they do no give consideration to my opinions.
50. The feeling that I am an unlucky child used to worry me
51. I feel discouraged when my friends, who are not as interested as me in learning get more marks.
52. I feel to take a firm decision most often.
53. I feel disappointed thinking that I am physically weaker than others.
54. I feel disappointed when I fail to present effectively the things which I known well.

**APPENDIX III(a)**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**COMPREHENSIVE SCALE FOR ANXIETY**

**RESPONSE SHEET**

Name of Student: Name of School :

Gender : Male / Female Group : Science/Humanities/Commerce

Locality of the school: Urban/Rural Type of Institution: Govt./Aided/Unaided

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| {Ia\¼À | FÃm-bvt¸mgpw | an¡-t¸mgpw | Nne-t¸mÄ | A]qÀÆ-ambn | Hcn-¡-ep-anÃ |  | {Ia\¼À | FÃm-bvt¸mgpw | an¡-t¸mgpw | Nne-t¸mÄ | A]qÀÆ-ambn | Hcn-¡-ep-anÃ |
| 1 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 28 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 2 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 29 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 3 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 30 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 4 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 31 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 5 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 32 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 6 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 33 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 7 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 34 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 8 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 35 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 9 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 36 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 10 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 37 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 11 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 38 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 12 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 39 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 13 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 40 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 14 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 41 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 15 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 42 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 16 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 43 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 17 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 44 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 18 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 45 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 19 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 46 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 20 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 47 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 21 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 48 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 22 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 49 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 23 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 50 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 24 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 51 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 25 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 52 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 26 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 53 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 27 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |  | 54 | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |