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Contributions to books

● Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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● Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.
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Conference papers

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A STUDY OF THE IMPACT OF TRAIT ANXIETY AND SEX ON THE ACADEMIC MOTIVATION OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

Anxiety is the most pervasive psychological phenomenon of our time. It is a common psychological disorder in this age of speed and tension and it appears as one of the major mental health problems today. The importance and pervasiveness of anxiety in the different cultures and its ubiquitous influence on human behavior is being increasingly recognized. Anxiety has become the concern of not only psychologists, learning theorists, but the science, art, religion and literatures also deem to be overpowered with the thought. Anxiety is beyond the boundaries of time, space, country, religion, language, and caste. Anxiety has a bad name. No one wants to be anxious. Millions of tranquilizers are consumed each day to reduce anxiety and tension. An evolutionary viewpoint, anxiety must have some functional value for it to have evolved as an inherent response potential in all human species. Man's effort to escape anxiety is a major theme in human thought and experience. The importance of anxiety as a powerful influence, in contemporary like is increasingly recognised, and manifestations of current concern with anxiety phenomena are ubiquitously reflected in literature, arts, science and religion as well as in many other facets of our culture.

KEY WORDS
Anxiety, Trait Anxiety, State Anxiety, Academic Motivation

INTRODUCTION

Anxiety is the most pervasive psychological phenomenon of our time. There is hardly any systematic conception of personality, specifically in relation to its development, which does not attribute anxiety, a role of great significance. Anxiety is a common psychological disorder in this age of speed and tension and it appears as one of the major mental health problems today. The importance and pervasiveness of anxiety in the different cultures and its ubiquitous influence on human behavior is being increasingly recognized. Anxiety has become the concern of not only psychologists, learning theorists, but the science, art, religion and literatures also deem to be overpowered with the thought.

Anxiety is beyond the boundaries of time, space, country, religion, language, and caste. Though anxiety is timeless, it is the twentieth century, which has been termed as the" age of anxiety". Every nook and corner of human endeavor seems to be affected somehow by anxiety.

The feeling of anxiety is an intrinsic part of the condition of human being. It is a natural response, built into the human design, to certain environmental and psychological factors. Presumably, man has always experienced anxiety, as long as he has existed as a species, though the contents of his anxieties, and the ways in which these affects are felt and categorized phenomenally, as well as the kinds of circumstances that give rise to them, are, to a considerable degree, a function of the assumptions of the cultures in which he has lived.

CONCEPT OF ANXIETY

Anxiety is a multisystem response to a perceived threat or danger. It reflects a combination of biochemical changes in the body, the patient's personal history and memory, and the social situation. As far as we know, anxiety is a uniquely human experience. Other animals clearly know fear, but human anxiety involves an ability, to use memory and imagination to move backward and forward in time, that animals do not appear to have. The anxiety that occurs in post-traumatic syndromes indicates that human memory is a much more complicated mental function than animal memory. Moreover, a large portion of human anxiety is produced by anticipation of future events. Without a sense of personal continuity over time, people would not have the "raw materials" of anxiety.

Anxiety is a bodily response to a perceived threat or danger. It is triggered by a combination of biochemical changes in the body, the patient's personal history and memory, and the social situation.

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Although anxiety is a commonplace experience that everyone has from time to time, it is difficult to describe concretely because it has so many different potential causes and degrees of intensity. Doctors sometimes categorize anxiety as an emotion or an affect depending on whether it is being described by the person having it (emotion) or by an outside observer (affect).

CONCEPT OF TRAIT-STATE ANXIETY

Spielberger (1972) distinguish between two different anxiety constructs: State Anxiety (A-state) and Trait Anxiety (A-trait). A-state is defined as a transitory emotional state that varies in intensity, fluctuates overtime, and is characterized by furling of tension and apprehension, and by heightened activity of the automatic nervous system. A- Trait refers to relatively stable individual differences in the disposition to respond to situations perceived as threatening with elevations in the intensity of state anxiety.

Trait-state anxiety theory provides a conceptual frame of reference for classifying the major variable that should be considered in anxiety research and suggest possible interrelationships among these variables. The theory is especially concerned with classifying the properties of A-state and A-trait as psychological constructs, and with specifying the characteristics of stressful stimulus condition which evoke differential levels of A-state in persons who differ in A-trait. The theory also recognizes the centrality of cognitive appraisal in the evocation of an anxiety state, and the importance of cognitive and motored processes (defense mechanisms) that serve to eliminate or reduced anxiety states.

ANXIETY AS A TRAIT

In general, personality traits have been described as relatively enduring individual differences among people in specifiable tendencies to perceive the world in a certain way and in disposition to react or behave in a specified manner with predictable regularity. Personality traits reflect individual differences in the frequency and intensity with which certain emotional states have been manifested and in the probability of occurrence of such states in future. Frequency and intensity of an emotional state depend upon the strength of personality traits (Spielberger, 1972, 1975).

Specifically, anxiety personality trait (A-trait) has been defined in terms of stable individual differences in anxiety proneness i.e. to perceive a variety of situations as threatening and to respond to these situations with differential elevations in state anxiety (Spiel Berger, 1972, 1975). A-trait may also be regarded as reflecting individual difference in the frequency and the intensity with which A-state have been manifested in the part, and the probability that such states will be experienced in the future.

SIGNIFICANCE OF THE STUDY

The investigators, after having realized the dearth of empirical researches in the field of academic motivation, considered it worthwhile to undertake the present investigation. There is ample evidence that anxiety and sex have impact upon academic motivation. Studies are needed to explore the effect of these factors in great details so that effective remedial procedures and techniques may be developed for reducing anxiety levels and increasing academic motivation of the students. The knowledge of dynamics of these factors is very important in the area of education where little work has been done. Tensions in the family and control exercised by the parents over the children in the family, the discrimination between rights and duties of male and female offspring in a family, rejection and punishment to children by their parents is a phenomenon which is like wild file even in our so called progressive society. Thus, the present study is all the more relevant

OBJECTIVES OF THE STUDY

Following are the objectives of the present investigations:

1. To study the levels of trait anxiety among the secondary school boys and girls of Yamuna Nagar.
2. To study the impact of trait anxiety on the academic motivation of low trait anxiety and high trait anxiety of secondary school students of Yamuna Nagar.
3. To compare the trait anxiety of Boys and girls students of Yamuna Nagar.

METHOD USED

In order to collect requisite data for research problem, the investigators employed descriptive survey method.

SAMPLE

Random sample was taken for the conduct of the study.

AGE -WISE DISTRIBUTION OF SAMPLE

Table 1.1 A shows age-wise distribution of sample. As is clear from the table, most of the students selected in the sample were of the age group 15 to 18.

Table 1.1 A: Age-wise distribution of Sample

Sr. No.	Age	No. of Boys	No. of Girls
1	15 Years	07	04
2	16 Years	53	60
3	17 Years	46	18
4	18 Years	09	03
Total		**115**	**85**

SEX-WISE DISTRIBUTION OF THE SAMPLE

Table 1.2B shows the sex-wise distribution of the sample. As is clear there were 85 girls and 115 boys. Hence it may be seen that there were for more boys than the girls

Table 1.2 B Sex-wise distribution of the sample

BOYS	115
GIRLS	85
TOTAL	200

TOOLS

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Following tools were used for the collection data:
Keele's Academic Motivation Inventory.
State-Trait Anxiety Inventory by Spielberger.

STATISTICAL TECHNIQUES
The following statistical techniques were employed to analyze the data of the present study:
t-test

ANALYSIS OF DATA

Table 1.1 A: Comparison of Trait Anxiety of High School Boys and Girls

Comparison Groups	N	Mean	S.D.	't'
Boys	115	47.4	5.13	
Girls	85	48.3	4.89	1.24

df = 198, t = 1.96 at 0.05 level

Table 1.1A shows the mean, S.D. and 't' value of scores for boys and girls obtained on State-Trait -Anxiety Inventory. It is clear from the table that the value of 't' for comparison group is 1.24 which is not significant at 0.05 level of confidence. This means that both the means do not differ significantly. Thus is may be said that both the groups do not differ significantly as for as their level of trait anxiety is concerned. Therefore, the hypothesis is rejected.

Table 1.2 B: Comparison of Academic Motivation of Boys having high Anxiety and boys having low anxiety

Comparison Groups	N	Mean	S.D.	't'
Boys High Trait Anxiety	30	61.33	6.73	
Boys Low Trait Anxiety	30	60.50	5.49	0.53

df = 58, t = 2.00 at 0.05 level

Table 1.2B shows the mean S.D. and 't' value of scores for boys having high trait anxiety and girls low trait anxiety on academic motivation. It is clear from the table that the value of 't' for comparison groups is 0.53 which is not significant at 0.05 level of confidence. This means that both the means do not differ significantly. Thus it may be said that both the groups do not differ significantly as for as their academic motivation is concerned. Therefore, the hypothesis is rejected.

Table 1.3 C: Comparison of Academic Motivation of Students having High Trait Anxiety and Students having Low Trait Anxiety

Comparison Groups	N	Mean	S.D.	't'
Students High Trait Anxiety	54	47.22	5.86	
Students Low Trait Anxiety	54	48.26	4.21	1.06

df = 106, t= 1.98 at 0.05 level.

Table 1.3C shows the mean, S.D. and 't' value of scores for students having high trait anxiety and students having low trait anxiety on academic motivation. It is clear from the table that the value of 't' for comparison groups is 1.06 which is not significant at 0.05 level of confidence. This means that both the means do not differ significantly. Thus it may be said that both the groups do not differ significantly as for as their academic motivation is concerned. Therefore, the hypothesis is rejected.

Table1.4 D : Comparison of Academic Motivation of Girls having High Trait Anxiety and Girls having Low Trait Anxiety

Comparison Groups	N	Mean	S.D.	't'
Girls High Trait Anxiety	25	47.68	5.89	
Girls Low Trait Anxiety	25	48.16	5.58	0.32

df = 48, t= at 2.01 at 0.05 level.

Table 1.4D shows the mean, S.D. and 't' value of scores for girls having high trait anxiety and girls having low trait anxiety on academic motivation. It is clear from the table that the value of 't' for comparison groups is 0.32 which is not significant at 0.05 level of confidence. This means that both the means do not differ significantly. Therefore, the hypothesis is rejected.

Table 1.5 E: Comparison of Academic Motivation of Boys having High Trait Anxiety and Girls having High Trait Anxiety

Comparison Groups	N	Mean	S.D.	't'
Boys High Trait Anxiety	30	48.17	5.89	
Girls High Trait Anxiety	25	47.68	5.89	0.30

df = 53, t= at 2.00 at 0.05 level.

Table 1.5E shows the mean, S.D. and 't' value of scores for boys having high trait anxiety and girls having high trait anxiety on academic motivation. It is clear from the table that the value of 't' for comparison groups is 0.30 which is not significant at 0.05 level of confidence. This means that both the means do not differ significantly. Therefore, the hypothesis is rejected.

Table 1.6 F: Comparison of Academic Motivation of Boys having High Trait Anxiety and Girls having Low Trait Anxiety

Comparison Groups	N	Mean	S.D.	't'
Boys High Trait Anxiety	30	48.17	5.89	
Girls Low Trait Anxiety	25	48.16	4.58	0.0

df = 53, t= at 2.00 at 0.05 level.

Table 1.6F shows the mean, S.D. and 't' value of scores for boys having high trait anxiety and girls having low trait anxiety obtained on academic motivation. It is clear from the table that the value of 't' for comparison groups is 0.0 which is not significant at 0.05 level of confidence. This means that both the means do not differ significantly. Therefore, the hypothesis is rejected.

Table1.7 G : Comparison of Academic Motivation of Boys having Low Trait Anxiety and Girls having High Trait Anxiety

Comparison Groups	N	Mean	S.D.	't'

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Boys Low Trait Anxiety	30	47.68	3.69	
Girls High Trait Anxiety	25	47.68	5.89	0.06

df = 53, t= at 2.00 at 0.05 level.

Table 1.7G shows the mean, S.D. and't' value of scores for boys having low trait anxiety and girls having high trait anxiety on academic motivation. It is clear from the table that the value of 't' for comparison groups is 0.06 which is not significant at 0.05 level of confidence. This means that both the means do not differ significantly. Therefore, the hypothesis is rejected.

Table 1.8 H: Comparison of Academic Motivation of Boys having Low Trait Anxiety and Girls having Low Trait Anxiety

Comparison Groups	N	Mean	S.D.	't'
Boys Low Trait Anxiety	30	47.68	3.69	
Girls Low Trait Anxiety	25	48.16	4.58	0.50

df = 53, t= at 2.00 at 0.05 level.

Table 1.8H shows the mean, S.D. and 't' value of scores for boys having low trait anxiety and girls having low trait anxiety on academic motivation. It is clear from the table that the value of 't' for comparison groups is 0.50 which is not significant at 0.05 level of confidence. This means that both the means do not differ significantly. Therefore, the hypothesis is rejected.

FINDINGS

1. There was no significant difference in trait anxiety of boys and girls.
2. There was no significant difference in academic motivation of boys having high anxiety and boys having low anxiety.
3. There was no significant difference in academic motivation of students having high trait anxiety and students having low trait anxiety.
4. There was no significant difference in academic motivation of girls having high trait anxiety and girls having low trait anxiety.
5. There was no significant difference in academic motivation of boys having high trait anxiety and girls having high trait anxiety.
6. There was no significant difference in academic motivation of boys having high trait anxiety and girls having low trait anxiety.
7. There was no significant difference in academic motivation of boys having low trait anxiety and girls having high trait anxiety.
8. There was no significant difference in academic motivation of boys having low trait anxiety and girls having low trait anxiety.

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