it was used in the Iranian norm choosing by Mansur and Dadsetan in 1367 by 16342 males and 8532 females, and the reliability of this tool has been confirmed for anxiety recognition [23].

Achievement Motivation Test (ACMT)

Achievement Motivation Test was developed by V.P. Bhargava (1994). It is a sentence completion test and it has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test-retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale range from above 23 which mean high achievement motivation and from bellow 11 which mean low achievement motivation [7].

Test – retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (general) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach method as 0.76. Furthermore, the reliability computed through describing by Guttman and Spearman Brown method is 0.63[24].

Findings

Table 1 is the descriptive statistic indexes related to the scores of quality of life and achievement motivation on male students anxiety. Table 2 shows the descriptive statistic indexes related to the scores of quality of life and achievement motivation on female students anxiety, which includes mode, median, and mean indexes as central tendency, variables range, variance, and standard deviation as dispersion indexes.

Research variables	Central tendency indexes				Scatter indexes			
	number	mode	median	mean	min.	max.	variance	SD
Quality of life	82	71.77	68.51	65.72	17.75	94.62	274.57	16.57
Achievement motivation	82	18	19	20.41	8	35	34.64	5.88
Anxiety	82	40	36	35.48	10	61	101.93	10.09

Table 1: Statistic indexes related to the scores of quality of life and achievement motivation on male students anxiety

Research variables	Central tendency indexes				Scatter indexes			

a predictive capability for anxiety level among male undergraduates, though.

e second nding of this research indicated that quality of life and achievement motivation predict the anxiety level among female undergraduates. at is to say that both variables, quality of life and achievement motivation, predict the anxiety level. However, quality of life variable is the most e ective one.

e ndings of this research were in agreement with Nayeri and Hajbaqeri research. ere is a negative relationship between quality of life and anxiety level [4].

e other nding was the meaningful relationship between achievement motivation and anxiety which there was a negative relationship between them in the females. is relationship was not meaningful in the males. e rst nding in accordance with the research

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