2. REVIEW OF LITERATURE

2.1: INTRODUCTION:

This chapter is the reviews of research done in the past few years on achievement motivation in relation to some other concepts like family environment, personality factors and their interrelationships.

Many researchers had studied the relevance of variables selected for the investigation in order to know the differences in achievement motivation, family environment and personality factors.

A survey of the researches conducted and published in the field, extends help in the selection of problem, its planning and execution for the purpose of a research investigation. The search for related studies in this area has been very fruitful as it provided in depth to understanding of the type of research work going on in the field. Some studies could be located relating to one part or the other of the problem: the studies on according to combination of variables stated in the present study were found lacking. Some theoretical views were available on some variable also used. The studies reviewed have been arranged according to the relevance of variables.

2.2: REVIEWS ON ACHIEVEMENT MOTIVATION:

The achievement motivation concept is the fairly recent but not completely new. Its historical connection with the research on motivation can be trace to pioneer German psychologist; Narziss (1918) utilized the concept of ‘determining tendency’ to explain the achievement related behaviour. Latter on Kurt lewin (1926) made reference to this motive under the concept of ‘Quasi need’.

Muary (1938) was the first who used the concept of ‘n achievement’ in his pioneering work; he not only tried to define the achievement motivation but also to
determine the individual difference in motive strength. **Sears (1940)** discussed this concept under ‘success and failure’. **Allport (1943)** utilized it under the title of ‘ego involvement’. **Lewin et al.**, considered this under ‘level of aspiration’.

In these earlier writings a systematic and methodological approach to the subject was very much lacking, until the research group of David C. McClelland (**McClelland, Atkinson, Clark and Lowell, 1958**) systematically defined the concept and developed an appropriate method for measuring it. The method is based on the traditional clinical assumption that the human motives are freely expressed in fantasies and imagination of the individual. Achievement motivation is defined as a disposition to strive for success or the capacity experience pleasure contingent upon success (**Atkinson, 1957**). It involves the concern for the competition with some ‘standard of excellence’, an interest in maintaining good quality of performance and the desire to work with energy and persistence towards a goal. The ‘standards of excellence’ which is the central theme of achievement motive may be task related, e.g. degree of perfection as result of performance, or self result e.g. comparison with the one’s own earlier achievement, or other result, e.g. comparison with the achievement with the other is happened in competition (**Haeccabausen, 1967**). This motive is learned when cues result to completing with ‘standard of excellence’ become associated with positive affect (**McClelland et al., 1953**).

Among individual we often notice tendencies to approach success or to avoid success. **But Singh (1986)** and **Singh and Kaur (1987)** in their study of the Indian sample have noted that these are the two opposite poles of the same dimension two independent dimensions. They have also noted need for achievement in association with personality factors viz., tender mindedness, anxiety, depression and guilt proneness tend to promote motivation avoid success.

**Atkinson and Feather (1966)** in their book “A Theory of Achievement Motivation” have distinguished two aspects of personality-achievement motivated and failure threatened. An achievement motivated person is generally attracted to
activities which require successful experience of skill. The failure threaten person, in contrast, is one in whom the motive to avoid failure greatly succeed the motives to achieve. He is dominated by the threat of failure, and so resists activities in which his competence might be evaluated against a standard of competence of others.

The subjects with high need for achievement motivation more interested in concrete feedback or the knowledge of the results of their action than the subjects of low need for achievement (French, 1958; Moss and Kagan, 1961). they more or less display the behavior of a person engaged in entrepreneurial activity who cannot avoid knowing concretely how well he has done. Definite knowledge of the concrete method of solving the problem facilitates the subsequent performance of people with high need for achievement, where as knowledge that they are behaving nicely and properly according to the set rules of cooperative interaction does not.

2.3: ACHIEVEMENT MOTIVATION AND PERSONALITY TRAITS:

The present study is concerned with grade of Achievement motivation and personality factors there have been scanty research work directly concerned with similar grade studies. Therefore, theoretical views were available which were used. However, some studies and theoretical ideas are discussed.

Pandey (1981) administered the Maudsley personality inventory to 400 subjects of 13-15 years old high and low achievers from industrial and rural schools. 27% of the subject’s selected on the basis of their personality test scores. They were compared on Neuroticism and Extraversion dimension. A result shows that emotional stability was significantly related to higher academic achievement of subject’s in both rural and industrial areas. Extraversion and introversion were not found to be significantly related to academic achievement.

Jahan (1985) had studied the personality profiles of students of science, arts, and commerce at the higher secondary level of education in relation to their academic achievement. The significance of difference between the means of score on the
fourteen dimensions of high school personality questionnaire (HSPA-form B) secured by the over and underachievers of the three streams was ascertained by 't'test. It was founds that, the overachievers of science stream were more reserved, conscientious, shy, self-assured, Obedient, sober, conscientious, self assures, controlled and relaxed as compared to the underachievers. The overachievers of the over stream were more warm-hearted, assertive, enthusiastic, conscientious, and tense as compared to underachievers. The overachievers of the commerce stream were more reserved, affected by conscientious and self-assured as compared to the underachievers.

Costa and McCrae (1992) also suggest scores on the conscientiousness scale provide a useful supplement to ability measures as predictors of academic performance and success in later life. This paper has three specific aims. First, to the assess the empirical relationship between the five Factors model of personality and the three ‘defining’ approaches to learning. Second, to the assess the fit of a hypothesized model which includes the Big five factors, the three defining approaches to Learning dimensions and the demographic variables of age, gender and prior academic attainment. Third, using the linear regression analysis, to establish the ability of approaches to learning, the big five factors model, and age, gender and prior academic attainment to predict academic performance.

Mitra, R. (1985) had studied the found out achievement motivation and extraversion positively and significantly correlation with academic achievement for both sexes. The students possessing relatively higher extraversion tended to achieve relatively higher, but neuroticism was not a factor that influenced achievement. There were no sex difference at the pre adolescent level with regard to intelligence, achievement motivation and extraversion, but Boys were more neurotic than the Girls.

Abdel Khalek, Ahmed M., E Nayal and Mayssah A. (1992) studied that achievement motivation and it's relation with some personality variables among children of primary schools in Qatar State "A Comparative Factorial Study "examined the relation between achievement motivation and the following personality traits:
anxiety, neuroticism, extraversion among a sample of male students (N=110) and female students (N=110). The researchers developed a scale for measuring achievement motivation which was composed in its last form of 20 items. Also the researchers administrated the Children Anxiety Scale and Neuroticism and Extraversion scales from the Junior Eysenck Personality Questionnaire. The research results revealed significant differences between both sex in anxiety and neuroticism. Concerning the results of correlation it was as follows: Positive correlation between achievement motivation and neuroticism and between anxiety and neuroticism and negative correlation between neuroticism and extraversion, this among male sample. For the female sample, correlation was as follows: negative correlation between achievement motivation and anxiety, positive correlation between anxiety and neuroticism and negative correlation between neuroticism and extraversion.

Namrata (1992) has studied the relationship of personality traits. Situational stress of anxiety factors of student’s achievement. The results of cattall’s 16PF revealed that the students having lower level of anxiety tended to score higher in the high school examination. High achievers tended to be outgoing and unfrosted, whereas low achievers tended to be reversed’ assertive, tense and frustrated.

Maqsud (1993) administered JEPO to 14-15 year old studies and found that negative relationship between psychotic and academic achievement in language, but academic was also sound to be significantly negatively correlated with extraversion and neuroticism.

Vittorio V. Busato et al., (1998) studied the relation between learning styles, the big five personality traits and achievement motivation in higher education they found extraversion correlated positively with the meaning directed, reproduction directed and application directed learning style. Conscientiousness was associated positively with the meaning, reproduction and application directed learning style, and
negatively with the undirected learning style. Openness to experience correlated positively with the meaning and application directed learning style, and negatively with the undirected learning style. Besides, it was found that neuroticism correlated positively with the undirected learning style and negatively with the meaning and reproduction directed learning style. Agreeableness was associated positively with the reproduction and application directed learning style. Positive correlations were found for achievement motivation with the meaning, reproduction and the application directed learning style, and a negative one with the undirected learning style.

Bruce D. Kirkcaldy et al., (1998) found out the extraversion was significantly positively co-related with achievement motivation, mastery, and savings, while psychoticism was negatively co-related with work ethic, achievement motivation and mastery.

Busato. Vittorio, V., Prins Frans, J. Ishout, Jan. J., Hamak (2000) found out the personality and achievement motivation as predictors of academic success in higher education. Corelational analyses partly confirmed and partly disconfirmed our expectations in a sample of 409 first year psychology students. Consistent with the literature, intellectual ability and achievement motivation were associated positively with academic success. For the meaning directed, reproduction directed and application directed learning style, no positive association with academic success could be detected. The undirected learning style, however, appeared to be a consistent negative predictor. For the Big Five personality factors (extraversion, agreeableness, conscientiousness, neuroticism and openness to experience), a consistent, positive association for conscientiousness with academic success was found. The very first examination at the university came out as the most important predictor for academic success, even after two and three years of study. The implications of the results are discussed in relation to the literature and the policy of the Dutch Ministry of Education.
Judge, Timothy A.; Ilies, Remus (2002) studied that the relationship between the 5-factors model of personality and 3 central theories of performance motivation (goal-setting, expectancy, and self-efficacy motivation). The quantitative review includes 150 correlations from 65 studies. Traits were organized according to the 5-factors model of personality. Results indicated that Neuroticism (average validity=-.31) and Conscientiousness (average validity=.24) were the strongest and most consistent correlates of performance motivation across the 3 theoretical perspectives. Results further indicated that the validity of 3 of the Big Five traits - Neuroticism, Extraversion, and Conscientiousness - generalized across studies. As a set, the Big 5 traits had an average multiple correlation of .49 with the motivational criteria, suggesting that the Big 5 traits are an important source of performance motivation.

Jeffrey H. D., Aida C. Garza, Ann T. Hoey (2004) examined 122 high academic achieving Mexican American seniors from 7 schools in South Texas. The results found that fathers’ education, families’ equal use of English and Spanish, family support of students’ growth into areas of their own particular interests, and students’ openness to experience had the highest correlations with achievement.

Mitchell (2004) investigated cross-sectional, in a community sample, the development across adolescence of characteristics related to academic achievement in differentially diagnosed underachievers, achievers and overachievers. The characteristics studied included achievement motivation, organization skills, and behavioral functioning. 1086 adolescent in grades 5 through 13 participated in the study. Participants completed self reporting inventory tapping achievement related personality, interpersonal characteristics, as well as a measure of nonverbal reasoning ability. In addition, their academic averages students as underachieving, achieving or over achieving as well as to categorize them neither internalizing nor externalizing (NIE), externalizing internalizing, or was comorbid internalizing and externalizing. A consistent development across adolescence in terms of motivation and net cognition/organization was found. This decline was not significantly altered by gender, achievement status, or different ion/organization. On the motivation met
cognition /organization. NIE participants scored highest, either externalizing or internalizing. Second highest and comorbid students consistently scored lowest. The variable that most consistently distinguished underachievers from achievers and overachievers, on the other hand, differential diagnosis irrespective of achievement status, accounted for more of the variance in motivation than for any of the other dependent variables.

M.Komarraju M., Steven J. Karau (2005) has studied the relationship between the big five personality traits and academic motivation. In this study engagement was best explained by Openness to experience and Extraversion. Achievement was best explained by Conscientiousness, Neuroticism, and Openness to experience. Finally, avoidance was best explained by Neuroticism, Extraversion, and by an inverse relationship with Conscientiousness and Openness to experience. Results are interpreted in terms of creating an appropriate fit between teaching modalities and individual differences in students’ academic motivation due to personality traits.

Zebun (2005) found the study to establish the prognostic value of different measures of cognition, personality and demographic variables for success at higher secondary level. It was concluded that the students in the sample one conscientious, venturesome, kind stable, reserved, fruiting, cooperative, and high in academic achievement. The factored obtained by the low achiever high on academic achievement. Fue factors obtained by the low achievers reveal that such students are linety, reserved, impulsive, minded, and nervous, the Submissive, conscientious, trusting, experimenting and harsh. They also have achievement motivation, verbal and non verbal divergent thinking and high socio-economic status. The factors analysis of scores of high achievers (Boy and Girls) indicated that they are reserved, fruiting, submissive revsture some conscientious, conservation, confident, cooperative and persevering. They also have non verbal divergent thinking, achievement motivation and high socio economic status.
Mohammed Chowdhury (2006) has studied the Student’s Personality Traits and Academic Performance. A Five-Factors Model Perspective has investigated the impact of personality traits on students’ academic achievement in an undergraduate marketing course taught by the same professor. All personality traits except extraversion positively and significantly predicted students’ overall grade. Extraversion was positively related ($r=0.140$) but not statistically significant. Openness ($r=0.279$) and Neuroticism ($r=0.341$) were positively related to students’ academic achievement and were more important predictors of overall grade of the students than agreeableness ($r=0.245$) and conscientiousness ($r=0.237$). Has instigated that the impact of personality traits on student’s academic achievement in an undergraduate marketing course. All personality traits except extraversion positively and significantly predicted but not statistically significant openness and neuroticism were positively related to student’s academic achievement and more important predictions of overall grade of the student than agreeableness and contentiousness.

Sumerson, Joanne Broder; Farley, Frank H. (2007) examined the contributions of motivation, personality, learning strategies, and scholastic aptitude to academic achievement in college students. One hundred and eighty six undergraduate students completed measures that assessed academic achievement through grade point average (GPA). When partial led out with SAT score, only personality variables, explicitly Type T-Personality and openness to experience remained significant predictors of academic achievement.

Tanja Bipp, Ricarda Steinmayr and Birgit Spinath (2007) stated that personality and achievement motivation relationship among Big Five domain and facet scales, achievement goals and intelligence. They examined the Nomological network of the achievement motivation and personality by inspecting the relationships between four goal orientations (learning, performance-approach, performance-avoidance and work avoidance), the Big Five personality traits, and intelligence. Within a sample of university students ($N=160$), relations were examined on the facet level of the Big Five. Inspection of associations between personality facets and
goal orientations provided a clearer picture about why goals and personality traits are related.

**Ricarda Steinmayr, Birgit Spinath (2008)** examined sex differences in school achievement and some of the most important personality and motivational constructs in a sample of 204 females and 138 adolescent males (mean age $M = 16.94$ years; SD= 0.71). They concluded that personality and motivation play important roles in explaining sex differences in school attainment.

**Story P.A., Jason W. Hart Mark F. Stasson and John M. Mahoney (2009)** found at the two-factor theory of achievement motivation to examine performance-based outcomes and self-regulatory processes. They employed a two-factor theory of achievement motivation (intrinsic and extrinsic factors) to predict three achievement-related factors: generalized expectancy for success, need for cognition, and self-reinforcement. They found, intrinsic achievement motivation was positively associated with scores on all three achievement-related factors, whereas extrinsic achievement motivation was positively related only to generalize expectancy for success. Subsequent regression analyses revealed that intrinsic achievement motivation better predicted all three factors than did extrinsic achievement motivation.

**2.4: ACHIEVEMENT MOTIVATION AND FAMILY ENVIRONMENT:**

Found by researchers, the achievement motivation and family environment. The Majority studies have various internal family environment correlation achievement motivations.

**Estrada et al., (1987)** found that the control and punishment variables of home environment were significantly correlated (positively) with high and average level of achievement motivation.
Fuller and Nyirongo (1989) found that the family background may be a useful proxy for financial resources; it also represents intangible characteristics such as parental ambition and motivation that may influence child achievement. Neglecting to understand the nonmaterial contribution of households to academic outcomes will underestimate the influence of family characteristics on achievement. Further, a closer look at the other pathways through which families may influence academic performance will provide insights into how to accurately measure household effects on achievement in developing countries.

Cassidy and Lynn (1991) found that the family environment impacts motivation and achievement. This means that motivation served as a mediating variable between home backgrounds, personal characteristics.

Allen and Kickbusch (1992) found that the higher-achieving students plan to continue their education after graduation from high school, participate extensively in extracurricular activities, have a few absences each school year, more likely to engage in recreational reading and to check books out of the school or public library on a regular basis, watch less television, spend more time each evening doing their homework, have friend who have positive attitudes toward school and who rarely cut classes or skip school, have positive feelings about their teachers and about specific courses they take and attribute success in school to hard work rather than ability. This study attempted to reveal the relationship between motivation, family environment, student characteristics and academic achievement.

Niebhur, K. (1995) Examined the relationships between family environment and student academic achievement. The research also examined the role of motivation as a moderator between academic achievement, and as a mediating variable between family environment and academic achievement. The finding suggests that the family environment have a stronger direct impact on academic achievement. That the relationship with the academic achievement, although there is a correlation between achievement and family environment.
Wang, Wildman and Calhoun (1996) found that parental influence has been identified as an important factors affecting student achievement. Results indicate that parent education and encouragement are strongly related to improved student achievement.

Phillips (1998) found that parental education and social economic status have an impact on student achievement. Students with parents who were both college-educated tended to achieve at the highest levels. Income and family size were modestly related to achievement (Ferguson, 1991).

Peng and Wright’s (1994) analysis of academic achievement, home environment (including family income) and educational activities, concluded that home environment and educational activities explained the greatest amount of variance. In conclusion denying the role of the impact of a student's home circumstances will not help to endow teachers and schools with the capacity to reduce achievement gaps (Hammer, 2003).

Kushman, J. W., Sieber, C., and Harold, K. P. (2000) studied the effect of motivation, family environment, and student characteristics on academic achievement. A Likert-type instrument that consisted of three parts (scales) was used to measure students’ level of motivation, parental influences, and students’ characteristics, while academic achievement was measured using student's (GPA) Calculations were also breakdown by gender to assess differences between male and female students. Students’ mean level of motivation was less than the means of parental influence and student's characteristics. No gender differences were observed on the variables measured by the instrument. Correlations between each of motivation, family environment, student characteristics and academic achievement were small and practically not significant. Remarkably high correlation value was observed between motivation and students characteristic.
Gerald R. et al., (2000) examined the associations among family processes (cohesion, control, and conflict), school-focused parent-child interactions (support and pressure about achievement), and the child's own characteristics (assertiveness, frustration tolerance, intellectual effectiveness, and self-esteem) as correlates of rule compliance and peer sociability in the classroom. The sample consisted of 161 Grade 4 and 151 Grade 7 children. Family processes and parent-child interactions about school issues were associated with children's personal characteristics, which, in turn, predicted children's rule compliance and peer sociability.

Barrett Singer, Alesia T., Weinstein, Rhona S. (2000) examined 148 Asian American and European American late adolescents' perceptions of differential affection and control by mothers and fathers as predictors of academic achievement and self-perceptions of intellectual ability and global self-worth. Overall, analyses generally confirmed the hypotheses that the more differentially favorable the treatment (more affection or less control) or the less differential treatment (above and beyond which sibling was favored) reported in the home, the more positive late adolescents' outcomes. Perceptions of differential parental treatment predicted up to 13% of the variance in achievement and self-perceptions. Several findings were moderated by ethnicity or gender. Finally, and perhaps most importantly, perceptions of differential parental treatment predicted a significant and unique amount of variance in outcomes beyond that predicted by perceptions of absolute levels of affection and control.

Soucy, Nathalie; Larose, Simon (2000) examined whether adolescents' perceptions of attachment security and behavioral and psychological control as experienced in family and mentoring contexts are predictive of their adjustment to college. Analyses yielded 4 findings: (a) Paternal control was predictive of adolescent adjustment to college; (b) above and beyond perceptions of parental attachment and control, perception of a secure relationship with a mentor was predictive of adolescent adjustment; (c) this relationship was found to be stronger for adolescents who reported having high levels of security in the relationship with their mother; and (d)
psychological control by both parents appeared to be a significant determinant of academic achievement.

**Mandara, Jelani; Murray, Carolyn B. (2002)** Studied that empirically identified types of African American families. Adolescents (N=111) were assessed on family functioning. With cluster analytic methods, 3 types of families were identified. The cohesive-authoritative type was above average on parental education and income, averaged about 2 children, exhibited a high quality of family functioning and high self-esteem in adolescents. The conflictive-authoritarian type had average parental education and income, an average of 2.7 children, exhibited controlling and rigid discipline, and placed a high emphasis on achievement. The defensive-neglectful type was predominately headed by single mothers with below average education and income and averaged about 3 children. Such families displayed chaotic family processes, and adolescents tended to suffer from low self-esteem.

**James L. Rodriguez (2002)**, stated that the family environment and achievement among three generations of Mexican American high school students. The examined a generational differences the perceptions of family environment and achievement of 3,681 Mexican American high school students. There were four family environment variables: family involvement, family monitoring, family control, and families. Analysis of covariance procedure revealed first and second generation students reported significantly higher grades and higher levels of family monitoring than third generation students, while third generation students reported significantly higher levels of family involvement. Regression analyses revealed that family involvement was a significant predictor of student grades across all three generations of students. Results are discussed in terms of increasing our understanding the achievement of Mexican American adolescents and the role of their families in the educational process. Implications for the development and implementation of policy, prevention, and intervention programs for Mexican American adolescents and their families are discussed.
Hammer (2003) Stated that home environment is as important as what goes on in the school. Important factors include parental involvement in their children's education, how much parents read to young children, how much TV children are allowed to watch and how often students change schools. Achievement gap is not only about what goes on once students get into the classroom. It's also about what happens to them before and after school. Parents and teachers have a crucial role to play to make sure that every child becomes a high achiever. Parental influence has been identified as an important factors affecting student achievement.

Turner, Lisa A.; Johnson, Burke (2003) examined the tested a theoretical model of mastery motivation with 169 4-year-old African American at-risk children and their parents. The authors hypothesized that (a) parent characteristics (exogenous variables of education, income, and global self-efficacy) would predict parenting beliefs and parent-child relationships, (b) parenting beliefs and parent-child relationships would predict children's mastery, and (c) children's mastery would predict academic gains from pretest to posttest. The results showed that parents' education predicted parenting beliefs, parents' global self-efficacy predicted parenting beliefs and parent-child relationships, parenting beliefs predicted parent-child relationships, parent-child relationships predicted children's mastery, and children's mastery predicted children's performance on achievement tests controlling for pretest differences. This research provides support for the contention that motivational patterns develop early as a function of family variables and have the potential to influence academic success.

Hill, Nancy E.; Craft, Stracie A. (2003) examined as mediators to explain the often positive relation between parent-school involvement and achievement. Ethnic variations in the relation between parent-school involvement and early achievement and the mediated pathways were examined. Because much of the comparative research confounds ethnicity with socioeconomic status, the relations were examined among socioeconomically comparable samples of African American and Euro-American kindergarten children and their mothers. For reading
achievement, academic skills mediated the relation between involvement and achievement for African Americans and Euro-Americans. For math achievement, the underlying process differed across ethnic groups. For African Americans, academic skills mediated the relation between school involvement and math performance.

**Kaushik and Rani (2005)** found out the impact of home environment and parent child relationship on achievement motivation of adolescents. The study was connected on boys and girls (100 each in the age range of 14-16 year.) The results indicated that home environment and parent child relationship affect the achievement motivation of the adolescents irrespective of their gender. There is no significant difference between girls and boys in achievement motivation and perception of the mother and the father by both girls and boys. Achievement motivation is higher when children perceive their home environment and parent’s as loving, demanding, nurturing and premising, and lower when home environment and parents are perceived as controlling, punishing, rejecting, and indifferent.

**Ahuja and Goyal (2005)** Investigated significance of difference in Achievement and aspirations of adolescent belonging to highly involved parents and least involved parents. The findings were. High parental involvement leads to higher achievement and low parental involvement resulted in low achievement of adolescents.

**Rani Mohanraj Latha (2005)** investigated the relationship between family environment, the home adjustment and academic achievement in adolescents. The adolescents (106Boy and 56Girls) were assessed using the moos and moos Family environment scale and bell’s adjustment inventory, academic achievement scores were taken from the school record. Family environment appeared to influence home adolescents, as well as academic performance. The Majority of the sample perceived their family as cohesive, achievement oriented, conflict, cohesion, control, intellectual cultural, orientation and independence in the family environment, Academic
performance was significant related to independence and conflict domains of family environment.

**Ibtesam Halawah (2006)** examined the measured students' level of motivation, parental influences, and students' characteristics, while academic achievement was measured using student's GPA. Calculations were also broken down by gender to assess differences between male and female students. Students' mean level of motivation was less than the means of parental influence and student's characteristics. No gender differences were observed on the variables measured by the instrument. Correlations between each of motivation, family environment, student characteristics, and academic achievement were small and practically not significant. Remarkably high correlation value was observed between motivation and students characteristic. The highest correlation value was observed between family environment and students' characteristics.

**Johnson, Wendy; McGue, Matt; Iacono, William G. (2006)** investigated the effects of child academic engagement (interest, involvement, effort), IQ, depression, externalizing behavior, and family environmental risk on academic achievement (reported school grades) from ages 11 through 17. Hierarchical linear growth curve modeling showed main effects on initial reported Grades for all variables, and IQ mitigated the deleterious effects of family risk and externalizing. Only engagement affected change in Grades through adolescence. Influences on initial Grades were strongly genetically influenced, associated primarily with IQ, engagement, and externalizing behavior. Shared environmental influences on initial Grades linked engagement, IQ, and family risk. Genetic influences on change in Grades were substantial, but they were not associated with the academic, family risk, and mental health covering factors.

**Kiefer, Sarah M.; Ryan, Allison M. (2008)** investigated the proposal that social dominance goals are an important, but overlooked aspect of social goals for young adolescents' academic adjustment. Self-reports of social goals (dominance,
intimacy, and popularity goals) early in the school year were used to predict subsequent engagement (self-reports and peer nominations of effort toward school work and disruptive behavior) and achievement. They found for intimacy goals, relations were more limited, but when found; these goals were associated with adaptive forms of engagement in 6th and 7th grades. Popularity goals were not generally associated with engagement or achievement.

Ho, Caroline; Bluestein, Deborah N.; Jenkins, Jennifer M (2008) stated that Parent and teacher data for 14,990 children from the National Longitudinal Survey of Children and Youth were used in multilevel analyses to examine the relationship between ethnicity, children's aggression and emotional problems, and parenting. Using parent and teacher report, relationships between ethnicity and child behavior were present but modest. The association between parental harshness and child aggression differed between ethnic groups and across informants. Using teacher report of outcomes, parental harshness was positively related to child aggression in European Canadian families but negatively related in South Asian Canadian families. For all ethnic groups, parental harshness was positively related to children's aggression when parent report of outcomes was used, but relationships varied in strength across ethnic groups. The relationship of parental harshness with child emotional problems did not differ across groups, irrespective of informant.

Benner, Aprile D., Graham, Sandra, Mistry, Rashmita (2008) examined the relations among family and school characteristics, family-level processes (youth perceptions of parent-adolescent interactions), school-level processes (youth perceptions of school belonging, school climate), adolescents' school engagement, and later academic performance. Participants were an ethnically diverse, urban sample of 1,120 from 9th grade students (M age = 14.6 years). The structural characteristics of families and schools influenced the proximal processes that occurred therein, and these proximal processes, in turn, influenced students' proximal (i.e., engagement) and distal educational outcomes (i.e. grades in school). Moreover, the structural characteristics of families and schools influenced proximal and distal outcomes.
indirectly through their influence on the proximal processes. The multimediated ecological model suggested that intervening at the process level may be a successful means of improving both adolescents' engagement in school and their subsequent school performance.

**Lindsey Ramsey (2008)** examined the relationship between the perceptions of family cohesion, and achievement orientation, as related to grade point average (GPA) and school problems. The sample included 242 substance abusing runaway adolescents recruited from a residential crisis shelter. The relationships between parents’ annual income, education level and adolescent’s gender to the adolescent’s GPA and school problems were also explored. Findings indicated that higher levels of perceived family cohesion and achievement orientation predicted fewer school problems, but not GPA. Parents’ income and education levels were not significant predictors of GPA or school problems. However, gender predicted school problems. Specifically, higher family cohesion was associated with fewer school problems among females and higher achievement orientation predicted fewer school problems among males. These findings suggest that family characteristics are important factors to consider when understanding school problems among substance abusing runaway youth.

**Hill, Nancy E.; Tyson, Diana F. (2009)** Stated that Early adolescence is often marked by changes in school context, family relationships, and developmental processes. In the context of these changes, academic performance often declines, while at the same time the long-term implications of academic performance increase. In promoting achievement across elementary and secondary school levels, the significant role of families, family-school relations, and parental involvement in education has been highlighted. Although there is a growing body of literature focusing on parental involvement in education during middle school, this research has not been systematically examined to determine which types of involvement have the strongest relation with achievement. The authors conducted a meta-analysis on the existing research on parental involvement in middle school to determine whether and
which types of parental involvement are related to achievement. Across 50 studies, parental involvement was positively associated with achievement, with the exception of parental help with homework. Involvement that reflected academic socialization had the strongest positive association with achievement. Based on the known characteristics of the developmental stage and tasks of adolescence, strategies reflecting academic socialization are most consistent with the developmental stage of early adolescence.

Poropat, Arthur E. (2009) stated that personality–academic performance relationships, based on the 5-factors model, in which cumulative sample sizes ranged to over 70,000. Most analyzed studies came from the tertiary level of education, but there were similar aggregate samples from secondary and tertiary education. There was a comparatively smaller sample derived from studies at the primary level. Academic performance was found to correlate significantly with agreeableness, conscientiousness, and openness, were tested, correlations between conscientiousness and academic performance were largely independent of intelligence. When secondary academic performance was controlled for, conscientiousness added as much to the prediction of tertiary academic performance as did intelligence. Strong evidence was found for moderators of correlations. Academic level (primary, secondary, or tertiary), average age of participant, and the interaction between academic level and age significantly moderated correlations with academic performance.

Ewenyi, G. D. (2002) examined the impact of family structure on the academic performance of university students. The sample for the study consisted of 240 students drawn from the six randomly selected faculties in Olabisi on Banjo University, Ago-Iwoye. The adapted form of "Guidance and Counselling achievement Grade Form" was used for data collection and the data collected were subjected to statistical analysis using the t-test statistical method. The three null hypotheses formulated were tested at the 05 level of significance. The results showed that significant differences existed between the academic performance of students from single-parent family and those from two-parent family structures. The results also
indicated significant differences in academic performance of male and female students compared on two types of family structures. On the basis of these findings, it was recommended that school counsellors should be employed in all schools and that they should provide necessary assistance to students especially those from single-parent family to enable them overcome their emotional concerns.

2.5: PERSONALITY AND FAMILY ENVIRONMENT:

The researchers some studies searches the differences in personality traits correlation Differences family environment Majority studies have reported a difference in personality factors and family environment.

**Forman, S. G., Forman B. D. (1981)** investigated the relationship between family social climate characteristics and adolescent personality functioning. The High School Personality Questionnaire (HSPQ) was administered to 80 high school students. These students and their parents also completed the Family Environment Scale (FES). Results of a stepwise multiple regression analysis indicated that one or more HSPQ scales had significant associations with each FES scale. Significant variance in child behavior was attributed to family social system functioning; however, no single family variable accounted for a major portion of the variance to the exclusion of other factors.

**J. Belsky’s (1984)** investigated the process model of parenting, both adolescents’ and parents’ personality should exert a significant impact on the quality of their mutual relationship. Using multi-informant, symmetric data on the Big Five personality traits and the relationship quality of mothers, fathers, and two adolescent children, the current study set out to test this prediction. Adolescents’ agreeableness and parents’ extraversion emerged as predictors of relationship warmth, whereas parents’ openness emerged as a predictor of low restrictive control. In addition, some gender-specific effects emerged. Overall, parents’ and adolescents’ traits equally
predicted the amount of relationship warmth, whereas adolescents’ unique personality more strongly predicted the amount of restrictive control. The predictive power of adolescents’ personality increased with age. Personality characteristics that affected relationship quality were partly shared between parents and their adolescent children. Findings support Belsky’s (1984) notion that both parents’ and children’s personality predict the quality of their mutual relationship, though the relative predictive power of children and parents depends on the type of outcome variable and the age of the children.

Loehlin, John C., Willerman, Lee, Horn, Joseph M. (1987) found that the children age from 181 of the 300 families of the Texas Adoption Project was reconstituted after a 10-year interval, at an average age of 17. They completed two standard personality tests, the Minnesota Multiphase Personality Inventory (MMPI) and the Sixteen Personality Factors Questionnaire (16PF), plus a life events questionnaire and were rated by a parent on 24 bipolar trait scales. MMPI and 16PF scores were available from the earlier study for the adoptive parents, and MMPIs were available from the agency files for many of the adopted children's birth mothers. Parent–child correlations and regressions, sibling correlations, and comparison of the means of adopted and biological children were interpreted as indicating a modest genetic influence on personality traits (narrow-sense heritability, uncorrected, of about 0.25), a near-zero influence of shared family environmental factors, and a substantial contribution of idiosyncratic environment.

Chipuer, H. M.; Plomin et al., (1993) studied the relation between genetic influence on personality (extraversion and neuroticism) and genetic influence on family environment. More than 400 pairs of twins were assessed at the average age of 59 yrs. Trivariate quantitative genetic model-fitting analyses indicated that genetic influence on a Relationship dimension and a Personal Growth dimension of the environmental measure was shared with genetic effects on personality. However, the majority of genetic variance was unique to these measures. The genetic influence on a
System Maintenance dimension was largely independent of genetic variance on personality.

Gondoli, Dawn M.; Jacob, Theodore (1993) examined higher order factors structures within and across the Family Environment Scale (FES), Family Assessment Measure (FAM), and Family Adaptability and Cohesion Evaluation Scales III. A sample of 138 families was obtained; separate analyses were conducted for mothers, fathers, and their adolescent children. Factors structures were assessed with exploratory and confirmatory procedures. The FES exhibited 3 factors consistent with the domains of its underlying model, whereas the FAM exhibited a single factors pertaining to affect. When combined, the instruments exhibited 3 factors pertaining to affect–cohesion, family activities, and control. Correspondence across the instruments was confined to the affect–cohesion and control dimensions. Although results were generally consistent across family members, some differences were noted; most important, mothers had more differentiated factors structures than did fathers or children.

De Radd and Schouwenburg (1996) stated that the big five factors of extraversion conscientiousness and openness is experience, are educationally relevant. Also, the different big five personalities are related to different achievement motivation in higher education (Busato et al., 1999).

Vernon, Philip A.; Jang, Kerry L. et al., (1997) studied the No shared environmental influences have consistently been shown to account for at least as much of the variance in personality as genetic factors, but the nature of these no shared influences has largely remained unidentified. To identify environmental predictors of differential personality development, the personality research form and 4 measures of people's perceptions of their background environments were administered to 143 adult twin pairs (93 monozygotic [MZ] and 50 dizygotic [DZ]) and 66 pairs of same-sex non twin (NT) siblings. Differences between MZ twins, DZ twins, and NT siblings in a number of dimensions of personality were significantly related to
differences on the environmental measures, and phenotypic correlations between the personality and environment measures were themselves entirely attributable to correlate no shared environmental effects.

Takaishi, Jyo et al., (2000) found that the influence of family environment on the development of personality trait. The studies found out the extra version was negatively associated with over protection, path analysis with selected variables revealed that eight percent of variance in extraversion was due to family environment. Children with high introversion had a strong influence from family environment.

Eaker et al., (2002) examined adolescent satisfaction in family rituals and psychosocial development (E. Greenberger and A. B. Sorenson, 1974) were explored in the context of adolescent personality characteristics (International Personality Item Pool, 1999) and family environment characteristics (S. M. Gavazzi, M. J. Reese and R. M. Sabatelli, 1998; D. H. Olson et al., 1983). Data were collected from 159 female undergraduates with the Adolescent Satisfaction in Family Rituals Scale (D. G. Eaker and L. H. Walters, 1999). Family ritual satisfaction was positively related to late adolescent psychosocial development and mediated the relation between family boundaries and psychosocial development. Furthermore, the relation between personality (measured as discontentedness, an aspect of neuroticism) and satisfaction with family rituals was found to be mediated by family boundaries in preliminary analyses. These results suggest that the relevance of family ritual experiences to adolescent psychosocial development is in part a function of an individual's personality and the family environment.

Belsky, Jay; Jaffee, Sara R. et al., (2003) examined to evaluate effects of life-course events and experiences of young adults, as well as personality and mental-health history on intergenerational relationships in young adulthood, the authors examined dyadic relationship data drawn from a sample of more than 900 New Zealand 26-year-olds and their mothers and fathers. Results indicated that intergenerational relations were more positive when young adults were childless, not
unemployed, married, and living away from home, but these factors did not interact with family relationship history in predicting relationship outcomes. Intergenerational relationships were less positive when children scored low on positive emotionality and constraint and high on negative emotionality and mental disorders, though these attributes did not account for the effect of life-course factors. Results are discussed in terms of the openness of the parent-child relationship in adulthood to further development.

**Branje, Susan J. T. et al., (2004)** the investigated the longitudinal relations between family members' Big Five personality factors and perceived support. Members of 285 two-parent families with 2 adolescent children judged their own and other family members' Big Five factors and the support perceived from the other members on 3 occasions at 12-month intervals. The Big Five factors Agreeableness was particularly related to perceived support. Changes in individuals' Big Five factors were linked to changes in the support they perceived themselves but even more to changes in the support that other family members perceived from them. Results are consistent with the parallel continuiities hypothesis: Individual characteristics will be stable when there is stability in the supportive environment, but when the environment is changing, personality tends to change in the same direction, and vice versa.

**David Mark Allen, and Richard G. Farmer (2004)** studied the ongoing interactions between adults exhibiting personality traits and their families of origin may influence and maintain self-destructive behavior. Family interactions in such patients are often characterized by coexisting extremes of over involvement and under involvement by parental figures. Such parental behavior may trigger preexisting role relationship schemata in vulnerable individuals. Negative family reactions to new behavior patterns may make change difficult. A model for how present-day interpersonal patterns lead to self-destructive behavior, based on clinical observations, is proposed and case examples are presented.
Feldt, Taru, et al., (2007) the present study we analyzed the conceptual relationship of sense of coherence (SOC) to the five-factors model of personality (FFM; i.e., Neuroticism, Extraversion, Openness to Experience, Conscientiousness, and Agreeableness). Participants (109 men, 114 women) were drawn from the ongoing Jyvaskyla longitudinal study of personality and social development (JYLS); which was started when the participants were 8 or 9-years old (in 1968): Data gathered at age 42 were used in this study. SOC was measured by the 13-item Orientation to Life Questionnaire (Antonovsky, 1987) and FFM personality traits with the NEO Five-Factors Inventory (NEO-FFI; Costa and McCrae, 1989). The results obtained from structural equation modeling (SEM) indicated that a high SOC was strongly associated with Neuroticism (-.85). In addition, SOC showed modest positive associations with Extraversion, Openness, Conscientiousness, and Agreeableness. On the basis of the present results, it seems reasonable to assume that SOC and reversed Neuroticism (i.e., emotional stability) are closely related constructs at the conceptual, theoretical, and empirical levels.

South, Susan C. et al., (2008) studied that the relationship between adolescent personality traits and the quality of the parent-adolescent relationship. Research using behavior genetic methods suggests that the association between personality and parenting is genetically mediated, such that the genetic effects on adolescent personality traits overlap with the genetic effects on parenting behavior. They found significant moderation of both positive and negative qualities of the parent-adolescent relationship, such that the genetic and environmental variance in relationship quality varied as functions of the adolescent's levels of personality. These findings support the importance of adolescent personality in the development of the quality of the parent-adolescent relationship.

Prinzie, Peter et al., (2009) investigate the association between Big Five personality factors and three dimensions of parenting-warmth, behavioral control, and autonomy support—the authors conducted meta-analyses using 5,853 parent-child dyads that were included in 30 studies. Effect sizes were significant and robust across
mother and father reports and across assessment methods of parenting (self-report versus observations) but were generally small in magnitude. Higher levels of Extraversion, Agreeableness, Conscientiousness, and Openness and lower levels of Neuroticism were related to more warmth and behavioral control, whereas higher levels of Agreeableness and lower levels of Neuroticism were related to more autonomy support. Several factors moderated the relationship between specific personality dimensions and parenting: child and parental age, reliability of observational assessment of parenting behavior, and study design. Taken together, these results indicate that personality can be seen as an inner resource that affects parenting.

Slobodskaya Y., Safronova M., Akhmetova, O. (2008) studied that the social and demographic characteristics, style of life and school performance on the sample of adolescents aged from 11 to 18 years (1013 participants from different layers of the society). Personality traits were assessed with the Eysenck Personality Questionnaire, Grey-Wilson Personality Questionnaire and the Inventory of Child Individual Differences. Structural equation modeling showed that an adolescent's personality factors. While among the social factors the most significant is the type of school. Family welfare, its unity and parental supervision contribute to the adolescent's school success, whereas Psychotism, Behavioural Activation and psychoactive drugs are considered risk factors.

2.6: OTHER STUDIES FOR ACHIEVEMENT MOTIVATION, FAMILY ENVIRONMENT AND PERSONALITY FACTORS:

Some studies have been found, which were related with some variable of the present problem, along with the other correlated variables of achievement motivation, family environment and personality factors.
Achievement motivation is known to be an important predictor of academic (e.g., Bing, 2003; Collins, Hanges and Locke, 2004; Spence, Pred and Helm Reich, 1989). However two recent reviews have noted the relationship between achievement motivation many other constructs (e.g. learning, adaptation and performance) remain muddled and unclear (Cury, Elliot, Fonseca and Moller, 2006; DeShon and Gillespie, 2005). In some case, such as the relationship between achievement motivation and age the research results are directly contradictory (Costa and McCrae, 1998; Roberts, Caspi, and Moffit, 2001; Veroff, Reuman and Feld, 1984). One of the reasons for this confusion may be the wide verities of conceptual and operational definitions used by achievement motivation researchers. Some have viewed it as an implicit motive that must be assessed by indirect technique such as the Thematic Apperception Test (TAT; McClelland, Atkinson, Clark and Lowell, 1953). Others have treated it as a motivational trait or an explicit motive and measure it more directly, for example, as a facet of conscientiousness in Big Five personality frame work (Costa and McCrae, 1995; Roberts, Chernyshenko, Stark and Goldburg, 2005) or as a motivational trait in broad inventories such as personality research form (Jackson, 1984) or Edwards Personal Preference Schedule (Edwards, 1953).

Alder (1927) also suggested the impotence of an individual’s potion in the family in the development of his personality. Recently a great deal of research has been done to test the relationship of ordinal position with n Achievement. However, the result of different cultures appears to be inconclusive.

Rosen and D’Adrade (1959) stated that the small family is free from the authoritarian patriarchal control which is more common in the larger family. The mother is the primary disciplinarian in the small family. It has been noted that intensively involved ‘pushing’ mother and non-authoritarian father promote the development of achievement motivation.
Rosen B.C. (1961) found that his outstanding study in two American samples of the children of eight to eleven years of age found that larger families are associated with low need for achievement whereas small families are associated with high need for achievement. He further noted that the influence of family size on achievement motivation of boys varies with social class. In the upper classes, medium-size families produced boys with the highest scores, whereas in the middle class, the family smaller larger was the score. The large size of family appears to have an unfavorable effect in classes.

McClelland (1967) has shown that people with high need for achievement like to assume personal responsibility for solving problems. The reason for this is that by assuming individual responsibility they get sense of achievement satisfaction from completing the task. But on the other hand when the success is depend upon the luck or circumstances beyond their control, or when they are working exclusively on someone else problem, they do not get achievement satisfaction.

Angelini (1967) stated that the re-examined part of data from McClelland’s study on the achievement motive in Brazil. A comparison between the intensity of achievement motive in 180 adolescents of Sao Paulo and the size of their families indicated that the larger size of family, the wicker was the achievement motive, even though the differences statistically insignificant.

Kaul (1978) found that the explored the personality need of high achievers in mathematics that differentiate from low achievers. Result indicate that, the high achievers in mathematics were found thebe high on need for order, dominance, change, and endurance, and low on exhibition, heterosexuality, and aggression in comparison to low achievers.

Cirzerelli, 1978, Marjoribanks (1979) examined The influence of the family in the socialization process, family interest and support, the psychological stimulation of the child's academic development by parents and other significant persons in the
home environment, are important in influences on academic ability, achievement and motivation.

**Jyothi (1984)** administered a sentence completion test to measure achievement motivation and the EPPS to measure personality variables in 30 female undergraduates in India. Subject’s grade was obtained at the end of the academic year. Results indicate a positive relationship between achievement motivation and personality. A significant difference was found in the personality dimension of high and low achievers. Differences in high and low achievers in performance were not significant.

**Nayak and Sen (1985)** examined 146 Indian 16 years olds scores on mathematics achievement tests and on the Maudsely Personality Inventory scale. Results show that high achievers in mathematics were more likely to be introverts than were low achievers. Personality stability tended to be higher among high-achieving females and low achieving males. Extraversion, externality, and neuroticisms were found to be slightly higher among females.

**Mitra (1985)** studied the determinants of academic performance in preadolescent children. Sound that intelligence was the most significant correlate of achievement protestation of sex. These were being sex difference at the preadolescent level with regard to intelligence, Achievement Motivation and extraversion but Boys were more report than the Girls.

**Dewey G. Cornell Ingrid W. Grossberg (1987)** Studies have investigated family characteristics that distinguish children with gifted-level abilities from other children, less attention have been given to family characteristics that are associated with personality adjustment within the gifted-level population. This study addresses the question of which aspects of the family environment are significantly correlated with healthy personality adjustment among a group of children already identified as
gifted. Each of the 10 scales contained in the widely used Family Environment Scales (Moos and Moos, 1981) was correlated with personality adjustment.

**Kurdek, Lawrence A, et al., (1988)** examined differences in the psychological adjustment (self-reports of global severity of psychopathology, goal directedness, and school-related problems) and correlates of the psychological adjustment of 234 seventh- and ninth-grade students who resided in two-parent nuclear (intact) families, stepfather families, or mother-custody divorced families. These three family structures were equivalent, or were equated statistically, on demographic and socioeconomic variables. Adjustment was unrelated to family structure, gender, and grade or to any interactions among these variables. However, trends in the correlates of adjustment were similar for adolescents in each of the three family-structure groups. Generally, adjustment was negatively related to family conflict and to the use of externalizing coping strategies; was positively related to the family dimensions of cohesion, expressiveness.

**Rice, Kenneth G. et al., (1990)** examined the relationship between adolescent separation–individuation, family cohesion, and college adjustment. A large sample of college students was split into two groups. One group was used to determine whether several measures of separation–individuation were measuring different dimensions of individuation. Two related factors, labeled Positive Separation Feelings and Independence from Parents, emerged from an exploratory factors analysis of the measures. A theoretical model, derived from psychodynamic and family systems perspectives of separation-individuation, was tested on the second group of subjects. The model specified that college adjustment would be predicted by family cohesion, positive separation feelings, and independence from parents. The results indicated that the Positive Separation Feelings factor was a better predictor of college adjustment than Independence from Parents or Family Cohesion.

**Holmbeck, Grayson N.; Wandrei, Mary L. (1993)** found that the home-leaving status, family functioning, separation–individuation issues, and cognitive
constructions of the home-leaving process, and personality variables for adjustment. Findings revealed that the separation–individuation, family relations, and personality variables were better predictors of adjustment than were the cognitive indicators or home-leaving status. Results also varied as a function of gender; less well-adjusted men were more disconnected from significant others, whereas less well-adjusted women exhibited higher levels of separation anxiety and enmeshment seeking. Implications for counseling interventions are discussed.

Berends, 1995; Glasgow et al., 1997; Goyette and Xie, 1999; studied that a number of characteristics of adolescents’, family environment and peer networks have been demonstrated to relate to their educational aspirations and expectations. For instance, adolescents from families with a higher socioeconomic status, whose parents have attained a higher level of education, and who have two parents living in the home have all been documented to have higher educational expectations and aspirations.

Digman, John M. (1997) estimated factors correlations from 14 studies supporting the 5 factors, Big Five model of personality trait organization-5 studies based on children and adolescents, 9 on adults-were factors analyzed. Two higher-order factors were clearly evident in all studies. One was principally related to the Big Five trait dimensions agreeableness, conscientiousness, the other, the dimensions extraversion. Two models, one for children and adolescents, the other for adults, were tested by confirmatory factors analysis with generally excellent results.

Pfaller, Joan; Kiselica, Mark; Gerstein, Lawrence (1998) examined the relationship between attachment style and family dynamics in a sample of 238 undergraduates. Participants who were securely attached reported significantly higher levels of adaptability, cohesion, and satisfaction in their family of origin than did avoidant and anxious–ambivalent participants.

Dr. Carol Johnson, Dr. Joe Pitts, Dr. Jim Lane (2000) studied that The personality traits and learning styles for divergent learners conducted studies to
examine the relationship between specific personality traits and learning styles and academic achievement in gifted students to determine whether or not these factors resulted in their becoming "at-risk" in the educational system because of their divergence. Results of the study showed that there were significant correlations between ten personality traits and academic achievement.

Heavaen et al., (2002) examined how personality variables measured by the junior Eysenk personality questionnaire (JEPQ) and for agreeableness and conscientiousness were related to self-rated academic performance in adolescents of 14-16 years of age. They found a negative correlation with psychoticism and positive correlation with agreeableness and conscientiousness.

Nakao K, Takaishi J, et al., (2000) studied influences of family environment on the development of personality traits, 150 children (104 males and 46 females, mean age 13.2 +/- 2.4 years) who had been interviewed at the Child Guidance Clinic in Osaka were investigated. From 13 behavioral characteristics (activity, talkativeness, sociability, social skills, rule-keeping, will, aggression, emotional control, imagination, anxiety, maturity, intelligence, and neuroticism), factors analysis identified three personality traits: extraversion, maturity, and intellect. The effects of family environment (maternal and paternal participation in child rearing before and after 4 years of age, child-rearing style, parental relationship, sibling relationship, number of siblings, birth order, and socioeconomic status) on these personality traits were examined based on a structural equation model. The results found, first, that extraversion was negatively associated with overprotection/interference and with maternal participation in child rearing. Maturity correlated with high socioeconomic status, appropriate child-rearing style, and paternal participation in child rearing.

Hair and Graziano (2003) found that the correlation between high school GAP and BIG Five traits assessed by bipolar adjective scales when the participants were in middle school a significant positive correlation was found for all personality factors except emotional stability, which was in significantly correlation to GAP.
Meng-Lei Hu (2003) investigated the relationship between the Big Five Personality traits, learning motivations and learning performance. Samples used in this study included 379 students of hospitality education institutes who completed the Mini-Maker (1994) and the learning motivation questionnaire. Empirical results indicate that the different dimensions of big-five personality traits neuroticism, extraversion, and openness to experience, agreeableness, and conscientiousness are positively related to different dimensions of learning motivation. Moreover, the influence of openness is greater than other dimensions. As for Personality, learning motivation and personal variables, we discover that only conscientiousness, openness, knowledge-skill, social-communication, learning-promotion, age, and sex are predictive of learning performance.

Alisom Ram (2005) investigated the relationship of positive and negative perfectionism to academic achievement, achievement motivation, and well-being. It was hypothesized that higher levels of positive perfectionism would be associated with higher academic achievement, higher achievement motivation, and positive personality variables compared with positive perfectionists. Additionally, it was hypothesized that higher levels of negative perfectionism would be associated with lower levels of academic achievement, Lower achievement motivation and negative personality variables. The short form of the Ray-Achievement orientation scale (RAYAO) was used measure the level of achievement motivation. The NEOPI personality inventory was used to measure the big five personality variables (extraversion, agreeableness, neuroticism, conscientiousness, and openness). The positive and negative affect scale (APNAS) was used to measure levels of positive and negative effect. The NOPE was used to measure the use of dysfunctional coping strategies. Demographic and academic information were obtained from students academic files. The results indicated that, generally, the hypotheses were correct. Positive perfectionism, shared association with higher academic motivation higher achievement motivation, positive personality factors.
Aktop, K.A. Erman (2006) studied the relationship between achievement motivation, trait anxiety and self-esteem. Willis sport related motive scale, Rosenberg self esteem scale and Spielbergs trait anxiety inventory were applied to subjects. As a result of correlation analysis, it was found that there was a significant positive correlation between power motive, motive to achieve success and self-esteem and there was a significant negative correlation between trait anxiety and self esteem.

Jelani.Mandara (2006) found that when parents use an African American version of authoritative parenting, teach children about their cultural heritage and personal power to achieve in spite of barriers, and are actively involved by monitoring homework and limiting counterproductive time, the odds of African American Boys succeeding in school are greatly increased. Implications for parenting interventions, educational policy, and future research are also discussed.

Temi Bidjerano David, Yun Dai (2007) examined the relationship between the big-five model of personality and the use of self-regulated learning strategies. Results from canonical correlation analysis indicated an overlap between the big-five personality factors and the set of self-regulatory learning strategies. The study also compared the relative contributions of the personality factors and the self-regulated learning strategies in predicting academic achievement. The results from hierarchical multiple regressions suggest that the personality trait of Intellect made an independent contribution to the variance in student GPA, whereas effort regulation mediated the effects of conscientiousness and agreeableness.

Paul W. J. et al., (2009) examined achievement motivation revised, new longitudinal data to demonstrate its predictive power. Achievement motivation by demonstrating its predictive power using longitudinal data from two cohort samples results showed that these measures predicted later educational attainment and achievement, and were related to movements in educational career. Our measures of achievement motivation showed certain stability over time; this stability decreased,
however, with the length of the interval between measurements. In addition, a consistent decrease of motivation with age was found.

**Habibollah. Naderi, et al., (2009)** examined creativity, age, and gender as predictor of academic achievement. (Anticipantn-153,105-male and 48-female), completed creativity test. Cumulative grade point average CGPA) was used to select the participants. As multiple regression analysis revered creativity, age, and gender explained 0.143 of the variance in academic achievement. The significant level was indicated by the F value of 8.294. Multiple regression analysis showed interaction effects between creativity, age and gender as low predictors and academic achievement.

**Murberg, Terje A. (2009)** studied how coping styles are determined by personality traits in a sample of adolescents (aged 14 through 16 years). The sample consisted of 259 (132 females, 127 males) students in two Norwegian secondary schools. The results showed that adolescents’ coping styles were only moderately correlated with the personality traits of neuroticism and extraversion. Coping styles and personality showed consistent patterns over the 1-year period. In addition, although personality explains a substantial part of the variance in the criterion variables, coping styles also contribute to a significant portion of this variance, which may support the hypothesis that coping styles are partially determined by the personality traits of extraversion and neuroticism. In view of these findings, it could be surmised that coping styles among these adolescents might not just be epiphenomena of enduring personality traits.

**Shelly Bansal, S.K. Thind and S. Jaswal (2006)** found that conformity and reward are positively correlated with high level of achievement motivation and negatively correlated with low level of achievement motivation. The negative correlation of conformity and reward with low level of achievement motivation could be due to excessive magnitude where these tend to lose their positive value in
promoting achievement motivation, the achievement motivation and quality of home environment, respectively. The results showed that good quality of home environment had significant positive correlation with ‘high level of achievement motivation among high achievers.

2.7: SUMMARY:

The variables included in the present study were introduced in the first chapter. In this chapter the relevant feature has been reviewed. The past researches and the studies were covered, in order to summarize the already valuable finding in the area of achievement motivation, family environment and personality factors. While reviewing the past literature, sex of the student has been given importance. The details of the methodology of the study is given in the following chapter