INTRODUCTION

Academic success is strongly influenced by individual differences like intellectual level, aspiration, motivation and achievement. The current study addresses these gaps by examining the relationship between the Personality, Aspiration level and Achievement Motivation and Academic Achievement among college students. The current study is focused mostly on Academic Achievement affected by Aspiration level and Personality factors among young students. The study will provide clear and consistent evidence regarding the extent to which personality traits relate to Academic Motivation and Aspiration level.

PERSONALITY

1. Personality is easy to observe but hard to pin down to paraphrase Allport (1961). Personality has been linked to both psychological and physical outcomes. Personality is the dynamic organization within the person of the psychological and physical systems that underlie that person's patterns of actions, thoughts, and feelings. What dynamics are assumed, however, and what systems are proposed to underlie those dynamics vary greatly across theoretical viewpoints. Recently study of Personality has become very interesting topics among researchers and the psychology of personality is a very broad topic, to which people have taken diverse theoretical approaches. It has started as a sub-discipline of psychology personality psychology. Roman author Cicero has show this word comes from the Latin word “personar” which means “to speak through”. Cicero had given four distinct meanings of Personality:

(a) The true self devoid of the external appearance.

(b) Character portray in real life.
(c) The distinguishing characteristics with which one fulfils his role in life

(d) The individual qualities that enables one to live a fulfilled life.

Since its beginnings as a sub-discipline of psychology personality psychology has aimed at two different though related goals. The first goal is to construct a general theory of the person, understood as the integrated whole of the several sub-systems of the mind. The second goal is to describe and explain the interesting psychological differences between individuals; this goal is the relatively stable, it also psychological attributes that allow us uniquely to characterize individuals and to distinguish them from each other. If one accepts that the emotion system is an important sub-system of personality, and that inter-individual differences traceable to this system are important for describing individuals, it follows immediately that, to attain its goals, personality psychology must consider the emotions.

Personality psychologists view their field of study as being at the top (of course) of a pyramid of other fields in psychology, each more detailed and precise than the ones above. Practically speaking, that means that personality psychologists must take into consideration biology (especially neurology), evolution and genetics, sensation and perception, motivation and emotion, learning and memory, developmental psychology, psychopathology, psychotherapy, and whatever else might fall between the cracks. In accordance with this conclusion, most classical personality theorists proposed an affective (or affective-motivational) system as a core system of the mind; and most taxonomic systems of personality descriptors include a sub-set that refer directly or indirectly to emotions. Nonetheless, the in-depth investigation of emotions from a personality perspective has only begun fairly recently, in the wake of an upsurge of interest in the
emotions that arose in the 1980s and continues to this day. Since that time, the two historically largely separate fields of personality psychology and emotion psychology (the latter being the sub-discipline of psychology that deals with the emotions) have become increasingly integrated, to the benefit of both fields.

**Human Nature and Individual Differences**

Personality psychology is partly about what makes everyone the same and partly about what makes people differ from each other. That is, personality theories are partly statements about human nature: assertions that people are basically (for example) biological creatures, social creatures, self-protective, self-actualizing, or learning creatures. To understand the person, one has to adopt some view of the essence of human nature. Both human nature and individual differences are important to understand and review.

Personality is made up of the characteristic patterns of thought, feelings and behaviour that make a person unique. In addition, personality arises from within the individual and remains fairly consistent throughout life. Some main characteristics of personality include consistency, psychological, and physiological developments reflected through behaviour and action and finally multiple expressions. Apart from behaviour, it may also be found in our thoughts, feelings, close relationship and other social interaction.

**Definitions of Personality:**

Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustments to his environment.

- Gordon W. Allport
Personality is a stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behaviour (thoughts, feelings and actions) of people that have continuity in time and that may not be easily understood as the sole result of the social and biological pressures of the moment.

- Salvatore Maddi

Personality should include both the person and the role.

- Fred Luthans

According to Floyd Ruch human personality includes:

(a) External appearance and behaviour or social stimulus value

(b) Inner awareness of self as a permanent organizing force

(c) The particular pattern or organization of measurable traits, both “inner” and “outer”.

Features or Ideas Relating to Personality:

Gordon Allport has identified fifty different definitions of personality. He has categorized these definitions into five approaches and labelled them as follows:

- **Omnibus**: These definitions view personality as the “sum total”, “aggregated” or “constellation” of properties or qualities.

- **Integrative and Configurationally**: Under this view of personality, the organization of personal attributes is stressed.

- **Hierarchical**: These definitions specify the various levels of integration or organization of personality.

- **Adjustment**: This view emphasizes the adjustment (adaptation, survival, and evolution) of the person to the environment.
- **Distinctiveness:** These definitions stress the uniqueness of each personality.

Regardless of how personality is defined, certain ideas are generally accepted among psychologists. These are:

- **Personality** represents the “whole person” concept. It includes perception, learning, motivation and more. Personality seems to be a case where the whole is greater than the sum of the parts. Personality always creates the synergistic effect.
- **Personality** emphasizes the person-situation interaction.
- **Personality** is a very diverse and complex psychological concept.
- **Personality** often implies social or interpersonal skills.
- Even though it is a stable pattern of characteristics and behaviours, **personality** is constantly developing and changing.
- The **personality** is a major influence on tendencies to behave. It helps to explain why specific behaviour occurs.
- **Personality** is an organized whole, otherwise the individual would have no meaning.
- **Personality** appears to be organized into patterns. These are top some degree observable and measurable.
- Although there is a biological basis to **personality**, the specific development is a product of social and cultural environments.
- **Personality** has superficial aspects, such as attitudes towards being a team leader and a deeper core, such as sentiments about authority or the protestant work ethic.
• **Personality** involves both common and unique characteristics. Every person is different from every other person in some respects, while being similar in other respects.

• **Personality** is possessed by every person.

• **Personality** is partially inborn and partially acquired.

• **Personality** is influenced by internal, external adjustment processes. It is dynamic rather than static.

• **Personality** can be described by characteristic behaviour traits or constellations of “related” traits.

• **Personality** predisposes an individual to certain behavioural patterns.

• **Personality** provides defences-and outlets-for the self-concept and acquitted motives.

**Trait Theories:**

According to the Diagnostic and Statistical Manual of the American Psychiatric Association, personality traits are "enduring patterns of perceiving, relating to, and thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts."

Theorists generally assume that

1. Traits are relatively stable over time.

2. Traits differ among individuals, (e.g. some people are outgoing while others are shy)

3. Traits influence behaviour.
The most common models of traits incorporate three to five broad dimensions or factors. The least controversial dimension, observed as far back as the ancient Greeks, is simply Extraversion vs. Introversion. (outgoing and physical-stimulation-oriented vs. quiet and physical-stimulation-averse).

- **Gordon Allport** delineated different kinds of traits, which he also called dispositions. Central traits are basic to an individual's personality, while secondary traits are more peripheral. Common traits are those recognized within a culture and thus may vary from culture to culture. Cardinal traits are those by which an individual may be strongly recognized.

- **Raymond Cattell's** research propagated a two-tiered personality structure with sixteen "primary factors"-16 Personality Factors and five "secondary factors."

A different model was proposed by **Hans Eysenck** who believed that just three traits – Extraversion, Neuroticism and Psychoticism - were sufficient to describe human personality. Differences between Cattell and Eysenck emerged due to preferences for different forms of factor analysis, with Cattell using oblique, Eysenck orthogonal, rotation to analyse the factors that emerged when personality questionnaires were subjected to statistical analysis.

**Individual Differences:**

However, some personality researchers argue that this list of major traits is not exhaustive. Some support has been found to befor two additional factors: excellent/ordinary and evil/decent. However, no definitive conclusions have been established.
The model is an older and more theoretical approach to personality, accepting extraversion and introversion as basic psychological orientations in connection with two pairs of psychological functions:

**Perceiving functions:** Intuition and Sensing
(Trust in conceptual/abstract models of reality or concrete sensory-oriented facts)

**Judging functions:** Thinking and Feeling
(Thinking as the prime-mover in decision-making or feelings as the prime-mover in decision-making).

**Briggs and Myers** also added another personality dimension to their type indicator in order to indicate whether a person has a more dominant judging or perceiving function. Therefore they included questions designed to indicate whether someone desires to either perceive events or have things done so that judgements can be made.

The personality typology has some aspects of a trait theory: it explains people's behaviour in terms of opposite fixed characteristics. In these more traditional models, the intuition factor is considered the most basic, dividing people into "N" or "S" personality types.

"N" is further assumed to be guided by the thinking or objection habit or feelings, and be divided into "NT" (scientist, engineer) or "NF" (author, human-oriented leader) personality.

"S", by contrast, is assumed to be more guided by the perception axis, and thus divided into "SP" (performer, craftsman, and artisan) and "SJ" (guardian, accountant, and bureaucrat) personality.

These four are considered basic, with the other two factors in each case (including always extraversion) less important. Critics of this traditional
view have observed that the types are quite strongly stereotyped by professions, and thus may arise more from the need to categorize people for purposes of guiding their career choice. This among other objections led to the emergence of the five factor view, which is less concerned with behaviour under work stress and more concerned with behaviour in personal and emotional circumstances. Some critics have argued for more or fewer dimensions while others have proposed entirely different theories.

Cattell and Eysenck have proposed that genetics have a strong influence on personality. Theory now returns to individual differences, first in the form of the five-factor model. This model has its origins in a decades-long factor-analytic research tradition. It has not been without critics, partly because until relatively recently it has had little to say about how the traits function or how they map onto any picture of human nature. This has changed to a considerable extent over the past decade and a half. Not only has more information been collected on how traits operate, but several of the traits have also been linked to the process models of functioning described under. Today, the Big Five factors have the weight of a considerable amount of empirical research behind them. The Big Five contain important dimensions of personality. Lewis Goldberg proposed a five-dimension personality model, nicknamed the “Big Five”

**Five-factor model.**

1. **Extraversion** - outgoing and stimulation-oriented
   vs.
   quiet and stimulation-avoiding

2. **Neuroticism** - emotionally reactive, prone to negative emotions
   vs.
   calm, imperturbable, optimistic

3. **Agreeableness** - affable, friendly, conciliatory
4. Conscientiousness - dutiful, planful, and orderly

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5. Openness to Experience - open to new ideas and change

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The first of the five factors is extraversion. As is true of several traits, extraversion has different emphases in different measures. Sometimes it is based in assertiveness, sometimes in spontaneity and energy. Sometimes it is based in dominance, confidence, and agency, sometimes in a tendency toward happiness. Extraversion is often thought of as implying sociability. Some see a sense of agency and a sense of sociability as two facets of extraversion others argue sociability is a by-product of other features of extraversion a connection has also been drawn between extraversion and the approach temperament; some now view extraversion as reflecting relative sensitivity of a general approach system.

The second factor, neuroticism, concerns the ease and frequency with which a person becomes upset and distressed. Moodiness, anxiety, and depression reflect higher neuroticism. Measures often include items or facets pertaining to hostility and other negative feelings, but they are dominated by vulnerability to experiences of anxiety and general distress. Neuroticism has been linked to the avoidance temperament discussed above, suggesting that anxiety and sensitivity to threat is indeed its emotional core.

The next factor is agreeableness. Agreeable people are friendly and helpful, empathic, and able to inhibit their negative feelings. Agreeable people get less angry over others' transgressions than do less agreeable people, and this seems to short-circuit aggression. At the opposite pole is an oppositional or
antagonistic quality. People low in agreeableness use displays of power to deal with social conflict. Agreeableness as a dimension is often characterized as being broadly concerned with the maintaining of relationships.

The most commonly used label for the next factor is conscientiousness, although this label does not fully reflect the qualities of planning, persistence, and purposeful striving toward goals that are part of it. Other suggested names include constraint and responsibility, reflecting qualities of impulse control and reliability. Specific qualities included in this trait vary considerably across measures.

Agreeableness and conscientiousness appear to share an important property. Both suggest breadth of perspective. Many manifestations of conscientiousness imply broad time perspective: taking future contingencies into account. Agreeableness implies a broad social perspective: taking the needs of others into account. It has been suggested that both of these traits have origins in the effortful control temperament.

The fifth factor, most often called openness to experience, is the one about which there is most disagreement on content. Some measures (and theories) imbue this factor with greater overtones of intelligence, terming it intellect. It involves curiosity, flexibility, imaginativeness, and willingness to immerse oneself in atypical experiences (for a review of its involvement in social experience.

Personality also concerns individual differences. Individual differences can be found to be on any dimension imaginable, but the so-called five-factor model (Digram1990, Godberg1981) (McCrae & Coasta2003) has been widely adopted as a consensual framework. The five factors are most commonly labelled extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience. In this view, these broad dimensions are key determinants of behaviour, and the aggregation of
information resulting from a person's placement on these dimensions gives a reasonably good snapshot of what that person is like. Each broad trait is composed of multiple facets, which provide a more nuanced picture.

Broad adoption of the five-factor model does not mean unanimity about it. There are staunch advocates of other frameworks, including two three-factor models (EYSenk1975, 1986; Tellegen1985), an alternative five-factor model (Zukerman et al.1993) and a six-factor model (Ashton et al.2004). Indeed, some important traits do not fit smoothly into the five-factor framework. For example, optimism has overtones of both extraversion and neuroticism, but does not quite fit either construct (Marshall et al.1992)

So, some personality researchers argue that this list of major traits is not exhaustive. Some support this also. However, no definitive conclusions have been established.

Theories of Personality:

Psychoanalytic Theories:

Psychoanalytic theories explain human behaviour in terms of the interaction of various components of personality. Sigmund Freud was the founder of this school. Freud drew on the physics of his day (thermodynamics) to coin the term psychodynamics. Based on the idea of converting heat into mechanical energy, he proposed that psychic energy could be converted into behaviour. Freud's theory places central importance on dynamic, unconscious psychological conflicts.

Freud divides human personality into three significant components:
**Ego, Superego and Id**

The *id* acts according to the pleasure principle, demanding immediate gratification of its needs regardless of external environment; the *ego* then must emerge in order to realistically meet the wishes and demands of the *id* in accordance with the outside world, adhering to the reality principle. Finally, the *superego* inculcates moral judgment and societal rules upon the ego, thus forcing the demands of the *id* to be met not only realistically but morally. The superego is the last function of the personality to develop, and is the embodiment of parental/social ideals established during childhood. According to Freud, personality is based on the dynamic interaction of these three components.

The channelling and release of sexual (libidal) and aggressive energies, which ensues from the "*Eros*" (sex; instinctual self-preservation) and "*Thanatos*" (death; instinctual self-annihilation) drives respectively, are major components of his theory. It is important to note that Freud's broad understanding of sexuality included all kinds of pleasurable feelings experienced by the human body. Freud proposed five psychosexual stages of personality development. Freud believed that adult personality is dependent upon early childhood experiences and largely determined by age five. Fixations that develop during the infantile stage contribute to adult personality and behaviour.

One of Sigmund Freud's earlier associates, **Alfred Adler**, did agree with Freud that early childhood experiences are important to development, and believed that birth order may influence personality development. Adler believed the oldest was the one that set high goals to achieve to get attention back that they lost when the younger siblings were born. He believed the middle children were competitive and ambitious possibly so they are able to
surpass the first-born’s achievements, but were not as much concerned about
the glory. Also he believed that the last born would be more dependent and
sociable but be the baby. He also believed that only children love being the
centre of attention and mature quickly, but in the end fail to become
independent.

Another important figure in the world of personality theory was Karen
Horny. She is credited with the development of the "real self" and the
"ideal self". She believes all people have these two views of their own self.
The "real self" is how you really are with regards to personality, values, and
morals; but the "ideal self" is a construct you apply to yourself to conform to
social and personal norms and goals. Ideal self would be "I can be
successful, I am CEO material"; and real self would be "I just work in the
mail room, with not much chance of high promotion".

**Behaviourist Theories:**

Behaviourists explain personality in terms of the effects external stimuli
have on behaviour. It was a radical shift away from Freudian philosophy.
This school of thought was developed by B.F.Skinner who put forth a
model which emphasized the mutual interaction of the person or "the
organism" with its environment. Skinner believed that children do bad
things because the behaviour obtains attention that serves as reinforcement.
For example: a child cries because the child's crying in the past has led to
attention. These are the response, and consequences. The response is the
child crying, and the attention that child gets is the reinforcing consequence.
According to this theory, people's behaviour is formed by processes such as
operant conditioning. Skinner put forward a 'three term contingency model'
which helped promote analysis of behaviour based on the 'Stimulus
Response - Consequence Model' in which the critical question is: "Under
which circumstances or antecedent "stimuli" does the organism engage in a particular behaviour or "response," which in turn produces a particular "consequence"?" achieve changes in behaviour.

Richard Herrnstein extended this theory by accounting for attitudes and traits. An attitude develops as the response strength (the tendency to respond) in the presences of a group of stimuli become stable. Rather than describing conditional traits in non-behavioural language, response strength in a given situation accounts for the environmental portion. Herrnstein also saw traits as having a large genetic or biological component as do most modern behaviourists.

Ivan Pavlov is another notable influence. He is well known for his classical conditioning experiments involving dogs. These physiological studies led him to discover the foundation of behaviourism as well as classical conditioning.

Cognitive Theories:

In Cognitivism, behaviour is explained as guided by cognitions (e.g. expectations) about the world, especially those about other people. Cognitive theories are theories of personality that emphasize cognitive processes such as thinking and judging.

Albert Bandura, a Social learning theorist suggested that the forces of Memory and Emotions worked in conjunction with environmental influences. Bandura was known mostly for his ‘Bobo Doll Experiment’. During these experiments, Bandura videotaped a college student kicking and verbally abusing a bobo doll. He then showed this video to a class of kindergartners who were getting ready to go out to play. When they entered the play room, they saw bobo dolls, and some hammers. The people
observing these children at play saw a group of children beating the doll. He called this study and his findings observational learning, or modelling.

Early examples of approaches to cognitive style are listed as under:

**Gardner's (1953)** discovering people had consistent preference for the number of categories they used to categorise heterogeneous objects and block. **Petersen's (1955)** work on confidence in line discrimination judgments. More central to this field have been. **Baron (1982). & Witkin's (1965)** work on field dependency.

**Self –Efficacy (Bandura, 1997);** work, dealing with confidence people have in abilities to do tasks.

**Locus of control theory (Lefcourt, 1966; Rotter, 1966)** dealing with different beliefs people have about whether their worlds is controlled by themselves or external factors.

**Attribution style theory (Abramson, Seligman and Teasdale, 1978)** dealing with different ways in which people explain events in their lives. This approach builds upon locus of control, but extends it by stating that we also need to consider whether people attribute to stable causes or variable causes, and to global causes or specific causes.

**Humanistic Theories:**

In Humanistic Psychology it is emphasized people have free will and that they play an active role in determining how they behave. Accordingly, humanistic psychology focuses on subjective experiences of persons as opposed to forced, definitive factors that determine behaviour. **Abraham Maslow and Carl Rogers** were proponents of this view, which is based on the "Phenomenal Field" theory of **Combs and Snygg (1949).**
Maslow spent much of his time studying what he called "self-actualizing persons", those who are "fulfilling themselves and doing the best that they are capable of doing". Maslow believes that all who are interested in growth move towards self-actualizing (growth, happiness, satisfaction) views. Many of these people demonstrate a trend in dimensions of their personalities. Characteristics of self-actualizers according to Maslow include the four key dimensions:

- **Awareness** - maintaining constant enjoyment and awe of life. These individuals often experienced a "peak experience". He defined a peak experience as an "intensification of any experience to the degree that there is a loss or transcendence of self". A peak experience is one in which an individual perceives an expansion of his or herself, and detects a unity and meaningfulness in life. Intense concentration on an activity one is involved in, such as running a marathon, may invoke a peak experience.

- **Reality and problem centered** - they have tendency to be concerned with "problems" in their surroundings.

- **Acceptance/Spontaneity** - they accept their surroundings and what cannot be changed.

- **Unhostile sense of humour/democratic** - they do not like joking about others, which can be viewed as offensive. They have friends of all backgrounds and religions and hold very close friendships.

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Maslow and Rogers emphasized a view of the person as an active, creative, experiencing human being who lives in the present and subjectively responds to current perceptions, relationships, and encounters. They disagree with the dark, pessimistic outlook of those in the Freudian psychoanalysis ranks, but rather view humanistic theories as positive and optimistic proposals which stress the tendency of the human personality toward growth and self-actualization. This progressing self will remain the centre of its constantly changing world; a world that will help mold the self but not necessarily confine it. Rather, the self has opportunity for maturation based on its encounters with this world. This understanding attempts to reduce the acceptance of hopeless redundancy. Humanistic therapy typically relies on the client for information of the past and its effect on the present, therefore the client dictates the type of guidance the therapist may initiate. This allows for an individualized approach to therapy. Rogers found that patients differ in how they respond to other people. Rogers tried to model a particular approach to therapy- he stressed the response. These responses came in a variety of fashions:

- **Evaluative Response** - Place a value judgment on person’s feelings
- **Interpretive Response** - Tells the person what they’re really thinking or feeling.
- **Reflective Response** - Captures how someone is feeling right now about the situation.

**Measurement of Personality:**
While analyzed personality; two main things which one should not forget.

1. Behaviour
2. Human nature
Psychologists use several methods in order to conduct assessments and arrive at recommendations.

Three methods of measurement of Personality are more in use:

- Interview
- Self Report Test
- **Performance-Based Tests**

**Interview**

- The interview is most basic information-gathering tool. Psychologists are trained to conduct interviews in a manner that encourages honesty, forthrightness, and self-reflection. Interviews mostly taken in three patterns.
  - **Structured** (a set list of questions that doesn’t vary)
  - **Semi-structured** (similar to structured interviews, but with more leeway for follow-up questions, etc.)
  - **Unstructured** (open-ended interviews in which the subject’s own associations often dictate the direction the interview takes).

Which of these techniques is used typically depends upon the purpose of the assessment. In so-called “high-stakes assessments” (e.g., criminal cases, public safety employee screening), a more structured approach may be used in order to reduce the possibility of bias. On the other hand, in clinical cases, a more unstructured approach is frequently indicated in order to foster a more therapeutic relationship and encourage the patient to reflect upon him or herself.

**Self-Report Tests:**

These paper-and-pencil tests, sometimes referred to as forced-choice instruments because the subject must choose between a limited number of possible answers (e.g., true-false, or a scale of 1-3, etc.), contain questions or statements that the individual rates as true or not about themselves. Some
of these are single issue tests, such as those designed to rate the level of depression or anxiety that a person is experiencing. Others are comprehensive inventories that yield scores on multiple scales measuring different aspects of an individual’s personality. These inventories have been developed empirically, meaning that the various scales have been found to beto differentiate different groups of patients (e.g., depressed from schizophrenic) or predict certain behaviour patterns. Typically, interpretation involves the analysis of profiles that is not only the scores on individual scales, but the relationship between the scores on the various scales. Although there are computer programs that do some of the work of interpretation, only highly trained assessment psychologists can properly interpret the profile of an inventory such as the MMPI-2 (Minnesota Multiphasic Personality Inventory-2) or the PAI (Personality Assessment Inventory). In addition, most of these inventories have sophisticated validity scales, which are indicators designed to reveal over or under reporting of symptoms or conscious attempts at impression management.

**Performance-Based Tests:**
The other main class of psychological instruments are called performance-based tests or free-response tests. These are distinguished from self-report inventories in that the subject is typically asked to perform a task (e.g., interpret an inkblot, tell a story to a picture, and complete a sentence). Various inferences about the individual’s personality may be drawn from the way in which one/s/he engages in this task. The tests are “free-response,” in that there are no constraints placed on what the person may say in response to the task. These tests used to be called “projective,” because it was thought that the person projected his or her personality into their responses. This term has fallen out of favour, however, because recent research has demonstrated that the response process is more complex than
simply a projection of one’s personality. In addition, there is little agreement among psychologists as to the definition of the term projection. The most well-known of these tests is the Rorschach (usually referred to as the Rorschach Inkblot Method). In recent years, there has been some controversy about the Rorschach that has made its way into the popular press. Although there are some psychologists who are sceptical about it, the vast majority of assessment psychologists find it to be a valid and useful method of personality assessment. Because it is not a self-report inventory, it is not subject to some of the same kinds of manipulation. Research has demonstrated that inferences drawn from the Rorschach have about the same validity as those drawn from well-validated inventories. It appears that the Rorschach is more valid for certain kinds of questions and self-report inventories for others. A comprehensive assessment that utilizes instruments from both classes of tests is most likely to yield reliable information.

Here already discussed that Personality makes a person unique. Human personality is very complicated and affected by many factors. Some of those mentioned above as big five factors. Here researcher had tried to investigate that how and which factors are responsible to make a person unique, not only that but how much they are affected by Gender of the students, Stream of the study of Subjects and Status of their study; as well as how and which factors are responsible for students aspiration level and achievement motivation. The factors of personality are whether making any difference due to Gender of the students, Stream of the study of Subjects and Status of their study tested in the research are as under.

- **Decisiveness:**
  This trait refers to person ability to take quick decisions of life in controversial issues, to decide priorities and attend accordingly, to take a clear stand over the given issues, etc.
• **Responsibility:**
  It is defined in terms of a number of behavioural syndromes as finishing a task in time, meeting people on appointed time, going somewhere according to fixed schedule, attending meeting in time etc.

• **Emotional Stability:**
  Person having trait of emotional stability has control over his emotions, talk confidence with consider aliments in their proper perspective, face comments and realistically, etc.

• **Masculinity:**
  This trait refers to person’s ability to do arduous and risky work, his ability to handle challenges from others and face them boldly, accepting a job in military, taking interest in mountaineering, fighting, etc.

• **Friendliness:**
  Persons possessing such trait develop deeper acquaintance with people often help others in time of trouble and show proper love and affection to even juniors and unknowns

• **Hetero Sexuality:**
  Persons possessing such trait have normal sex relationship with opposite sex, don’t feel shy among members of opposite sex and take active participation in working with members of opposite sex.

• **Ego strength:**
  Persons having the trait of ego strength tend to concentrate and attend to different activates at a time, have feelings of adequacy and vitality, have adequate control over impulses and tend to show high coordination between thoughts and actions.

• **Curiosity:**
Persons having the trait of curiosity tend to explore the details of objects or things which are relatively new, tend to reach the destination in time, tend to know the contents of talks of others or reactions of others oneself etc.

- **Dominance:**
  Persons having the trait of dominance tend to dictate over others for their duty, tend to be the leader of the group, tend to settle controversy between rivals tend to undertake the supervision of a difficult and complex task.

- **Self Concept:**
  It is a composite image of what we are, what we think of us and what we would like to be (Burns, 1980). A person with positive self concept generally rate favourably on three dimensions of self concept, namely, knowledge, expectations, and evolution of the self. The reverse is true in case of person having negative self-concept.

**LEVEL OF ASPIRATION**

**Introduction:**

Level of aspirations suggests fruitful, new lines of inquiry, as well as new horizon of carrier. Level of aspiration means setting personal goals. Aspirations are about what children and young people hope to achieve for themselves in the future. Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. A number of approaches to raising aspirations have been tried across three broad areas: focusing on parents and families, through work by teachers, and through out-of-school interventions or extra-curricular activities, sometimes involving peers and mentors. Approaches
which seek to raise aspirations are very diverse and may seek to improve learners’ self-esteem, self-efficacy or self-belief, or to develop motivation and engagement. According to Lewin’s field theory aspirations are presuppositions that individuals make efficient choices to maximize their satisfactions and minimize their dissatisfactions. Aspirations have two distinctive aspects.

- **They are future oriented.** They can only be satisfied at some future time. This distinguishes them from others whose aspiration level is less.
- **Aspirations are motivators.**

Aspirations researches have focused upon the goals which are the objects of aspirations, the present research has tried to find out that does personality affect the students’ aspirations in their studies? Student aspirations are a term that is used frequently in education, yet there does little understand and agreement as to what it means and even less understanding about its origin.

Level of aspiration typically refers to the task-specific assessment of the degree to which an individual intends to perform, with reference to past performance and social environment. It is more an effect or result. Achievement motivation can affect level of aspiration, and influence how we think and process information (McClelland, 1961). It is a cause as well as a trait. Moreover, achievement motivation emphasizes the interaction between stable personality factors and transient environmental influences. It serves to explain the goal-directed behaviour of individuals with respect to their motives, expectations about the consequences of their actions, and values placed on the expected consequences. (Atkinson, 1957).
Definitions of Aspiration level:

Present age is the age of competition and achievements; therefore education has a tremendous role to play in motivating the students to achieve higher and to have the realistic aspiration in all of their doings.

Frank (1935) defined level of aspiration as, “level of future performance in a familiar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach.”

Gardner (1940) defined as, “level of aspiration is a truly quantitative concept, which has two requirements that the subjects make some public indication of his aims and that, he makes this in quantitative terms.”

Hurlock (1967) defined it as “a longing for what is above one’s achieved level with advancement on it as it send. In other words, aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him or in which he, is ego-involved.”

Aspirations can be defined as a student’s ability to identify and set goals for the future, while being inspired in the present to work toward those goals. This construct of aspirations has two major underpinnings: inspiration and ambitions. Inspiration reflects that an activity is exciting and enjoyable to the individual and the awareness of being fully and richly involved in life here and now. It is depicted by an individual who becomes involved in an activity for its intrinsic value and enjoyment. An individual with a high level of inspiration is one who believes an activity is useful and enjoyable. Ambitions represent the perception that an activity is important as a means to future goals. It reflects individuals' perceptions that it is both possible and desirable to think in future terms and to plan for the future.

The concept of "level of aspiration" was first noted by Dembo (1931-1976) in an experiment designed to investigate anger. In an effort to evoke
frustration and anger, subjects were asked to engage in tasks that were either very difficult or impossible to perform. An unintended consequence of the experiment was that subjects formulated their own, medial aim when the original objective was too difficult to attain. This transitional goal, although relatively easier to accomplish, represented a step toward the more challenging objective. Dembo called this intermediate goal the subject's "momentary level of aspiration" (Gardiner, 1940).

Clearly, "aspirations" embodies several different meanings, and thus deserves clarification. It is our belief that a definition of aspirations must be contextualized, and further, that it should address both present and future perspectives. For these reasons we hypothesize that a student with aspirations is one who is involved in various activities for both their inherent value and enjoyment and their connection to future goals. The construct of aspirations finds its origins in the experimental research on "level of aspiration" conducted in the early 1930s. Although work in this area contributed to our understanding of human behaviour, many of the findings were produced from "within the laboratory" and thus had few implications for students or schools. Research in level of aspiration faded in the late 1950s and achievement motivation emerged as a dominant theory of motivation. The motive to set goals and succeed at reaching those goals appears to be an acquired trait, one susceptible to intervention. Aspiration is positively impact students’ desire to achieve. Lastly, social comparison theory indicates that within groups there are pressures toward uniformity. Given this phenomenon, it is not unreasonable to assume that the aspirations of students are influenced by standards implicitly or explicitly set by the school and/or peers.

It is rare to find an educational mission statement today absent of some reference to student aspirations. Indeed, educators have long recognized the value of students who set ambitious goals, and who are inspired in the
present to progress toward those goals. It is expected that students who set challenging goals learn to become task-oriented, feel a sense of purpose, and learn more. It is no surprise, then, that raising the aspirations of students is a universal priority.

As with any social construct (e.g., achievement, anxiety), the term aspirations lends itself to a variety of definitions and interpretations. Does it refer to goals, expectations, or dreams? Intentions? Performance Motivation? Should aspirations be viewed from a short term or/and long term perspective. Is it a general, overall measure or context-specific? Is it a value-laden or value-neutral concept?

In 1931 the first major psychological experiment related to level of aspiration was conducted by Hoppe. He examined factors that influenced goal-setting behaviour by measuring the effect of success and failure on individuals' decisions to raise or lower their level of aspiration. Hoppe assessed individuals' aspiration level on the basis of three criteria:

- The spontaneous remarks of the subject.
- The occurrence of success and failure experiences.
- The way in which the subject "goes at" the task (Gardner, 1940)

The term Level of Aspiration was first used by a German psychologist namely Hoppe. There are different tasks in the world, that different students do, or there are different tasks that they desire to do. The standard that they want to achieve in any task is described by psychologists as there level of aspiration. Hoppe, (1931/1976). Hoppe's research introduced the notion that experiences of success and failure were indicative of intermediate goal attainment. Specifically, a success experience is conditional upon a performance that exceeds the momentary level of aspiration. And, conversely, a failure experience results when the performance falls below the intermediate objective. Hoppe concluded that "the experience of a performance as a success or failure does not depend alone on its objective
goodness, but on whether the level of aspiration appears to be reached or not reached" (Frank, 1935). Also among Hoppe's findings was that individuals' level of aspiration exhibited a lack of stability during the course of an activity, and that there appeared to be disparities among individuals in terms of their level of aspiration: Such differences, he thought, were suggestive of personality differences in the areas of ambition, prudence, courage, and self-confidence (Gardner, 1940). Like other researchers during this time, Hoppe defined level of aspiration within the context of a specific task. He construed level of aspiration to be the "totality of expectations or aspiration for the future performance achievement of a person, a totality which shifts after each achievement, and which is sometimes vague and sometimes precise"

In Present, age of competition and achievements; therefore education has a tremendous impact on motivating the students to achieve higher and to have the realistic aspiration in all of their doings especially at secondary stage of education. The students have to realize their capacities and to have the self introspection in various matters.

**Aspiration and Achievement:**

On average, interventions which aim to raise aspirations appear to have little to no positive impact on educational attainment. This may seem counter-intuitive – and it should be noted that the relationship between aspirations and attainment is complex and not fully understood – but there appear to be three main explanations.

First, evidences suggest that most young people actually have high aspirations, implying that much underachievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills which are required achieve them. As a result it may be more helpful to focus on raising attainment more directly in the first instance.
Second, where students do have lower aspirations it is not clear that any targeted interventions consistently succeed in raising their aspirations.

Third, where aspirations begin low and are successfully raised by an intervention, it is not clear that an improvement in learning necessarily follows. In programmes which do raise attainment, it is unclear whether learning gains can be credited for raising aspirations rather than the additional academic support or increased parental involvement.

Generally the evidence base on aspiration is weak, and further, more rigorous studies are required, particularly focusing on students’ level rather than study level interventions. There are two systematic and high quality reviews of aspiration interventions, some of which include quantitative data. These indicate that the relationship between aspirations and attainment is complex, but that there is no evidence of a clear causal connection between learning, aspirations and attitudes to study. There are no meta-analyses of interventions to raise aspirations which report impact on attainment or learning. Most studies look at the relationship between aspirations and attainment and some find a link, particularly between low aspirations and low attainment. However this does not mean that raising aspirations will raise attainment. This lack of evidences does not mean that impact is not achievable, but should make schools cautious as to how they make any investment of time or resources in this area.

Relation between Aspiration Level and Personal Goals:

Level of aspiration is influenced by what individuals think others are capable of: A perception of higher performance in others leads to higher personal goals and perceptions of lower performance in others leads to lower goals. Level of aspiration is also influenced by past experience: higher
success leads to revising personal goals higher, and lower success leads to revising them lower. The classroom activity below demonstrates this tendency by using mild, temporary deception. Student volunteers led to believe that they are performing either above or below average on the given task. Asking about specific instances in which they’ve set personal goals for themselves would be an effective extension of the activity, because students can examine whether there were any external factors that influenced the goals that they set for themselves.

When you aspire to do something, it means it’s something you hope to accomplish one day. So aspiration is your hope or desire to accomplish a task or goal. When one talk about goals, one can talk about short term goal such as having good grade in this subject, but long term goals, future goals, life goals or aspirations are things drives a powerful process in thinking their ideal future. According to Elliot and Dweck studied shown that after people have their own aspirations they will motivate them self to turn this vision of the future into reality. As research focusing significant issue by Kasser, & Ryan were divided aspirations into two categories; intrinsic aspirations and extrinsic aspirations. The researched propose an instrument to measure people life goals level, called the “Aspiration Index” Aspiration Index refers to people's life goals are intrinsic aspirations contain life goals like relationship generatively and personal development (viz. meaningful relationships, personal growth, and community contributions) versus extrinsic aspirations (viz. wealth, fame, and image).

Prior research by Deci and Ryan on the aspirations index has revealed found to bein a Long study in period of time shown that well-being was enhanced by attainment of intrinsic goals, whereas success at extrinsic goals provided little benefit. Initial evidence suggests that controlling, uninvolved parenting is associated with the development of strong relative extrinsic aspiration,
whereas autonomy supportive, involved parenting is associated with the development of stronger intrinsic aspirations.

**Ryan, Huta, & Deci** pointed out on human happiness belief in well-being studies. The model of human happiness that is based in self-determination theory were expressed that human happiness is cored on what it means to live a good life, a life representing human individual excellence. On the other hand, at the between-person level, it was people who engaged in numerous human happiness movements or have human happiness who consistently had high life satisfaction and a high level of positive influence.

Life goals, which include both intrinsic and extrinsic aspiration perspectives, are central to understanding the Career Aspirations that students should have.

**ACHIEVEMENT MOTIVATION**

**Introduction:**

Mostly it is believed for common man that motivation the driving force for the any type of behaviour. One can explain it as an encouragement for doing something. Main question arise that from where the person gets motivation or encouragements? Whether it’s inner force or outer? So many researchers have dig in the particular field and many conclusions have been derived; here also researcher had tried to find out relation between different types and different cause for the motivation and personalities.

**Motivation:**

**Motivation is the word which is responsible for entire human behaviour.**

As it is known that the word motivation had arrived from Latin word ‘MOVER’- to move. Motivation is an outer driving force which leads the human being for the action. Motivation is the basic drive for all of our
actions. Motivation can be defined as the driving force behind all the actions of an individual. Motivate a person means to encourage him/her for doing something. The influence of an individual's needs and desires both have a strong impact on the direction of their behaviour. There are many types of motivation; mainly physical, social and psychological. Particularly physical motivation can be activated by physical need, but when we are talking about social and psychological motivation; it may be due to environment. Researcher was surprised to see difference in each and every individual and their various needs. Researcher found that it depends upon his/her personality. Motivation refers to the dynamics of our behaviour, which involves our needs, desires, and ambitions in life. Motivation of a person is directly related with his/her personality. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

At the beginning of the twentieth century, it was believed by people such as Sigmund Freud’s, that the concepts of motivation were basic human instinct and the drives to be unconscious motivation. The middle of the twentieth century was dominated by conditioning theories related to behaviourist physiology, many of these research forming habits were based on experiments with animals rather than with humans. Moreover, the 1960s brought about further important changes. Carl Rogers and Abraham Maslow, they are famous behaviourism of that time, humanistic psychologies who identify details motivation into people lives. In this famous ‘Hierarchy of Needs’ by Maslow’s 1943 were conceptualized five basic classes of needs, which were able, defined as: Physiological needs,
safely, love, esteem and self-actualization. However, the focus in the character in motivational psychology at present is characterized by cognitive approaches. The aim is on the individual’s conscious attribute, thoughts, beliefs and interpretation of events and how their influence their behaviour.

**Factors Motivating Human Behaviour:**

As other fields of Psychology Motivation is also much explored field. Many great Psychologists had contributed this field. Most of the experiments of Motivations were undertook by great Psychologist named Maslow, Freud, McDougall (1908), Atkinson, McCelland, Feather, Medavid and others. They had contributed the field and some of them had find out some Factors Motivating Human Behaviour:

**Natural Tendencies**- Hereditary is the main factor to affect human behaviour;

**Motivation**-Which includes Drive, Need, Motive, and **Inspirations**.

Same way some theories are found to be responsible for the human behaviour. Like;

- **Instinct theory**- Especially Freudian Theory of Sexual instinct.
- **Drive Theory** - Drive is the force for Action.
- **Hedonistic Theory**- Need for happiness.
- **Cognitive Theory**- Thoughtful behaviour.

**Cognitive Approach of Motivation:**

There are many other approaches to understanding human characteristics which are complex and extremely important. However, the focus is in the motivational psychology at present is characterized by cognitive approaches. The aim is on the individual’s conscious attribute, thoughts, beliefs and interpretation of events and how their influence their behaviour. There should also sub-theories shown some alternative that dominate motivational
approaches. From overall picture these include Brophy, Eccles and Wigfield which show how the human expect achievement and value outcome (Expectancy-values Theory). Locke and Latham gave directions about human action is caused by a sense of purpose. Thus, goals have to be set and pursued by choices. Covigton focused on perceived self – worth that people are genially motivated to behave in ways that put them in a better light (Self-worth Theory). Atkinson and Raynor were expressed knowledge about motivational achievement in their Achievement Motivation Theory that is determined by positive achievement influence about the success and negative achievement incentive to avoid self failure. After all, all people are individual. They may relate to experience in a study with different and unpredictable emotions and attitude, but there is evidence to illustrate how a few key basic theoretical principles help organize and increase our understanding of the motivational processes, determinants, and outcomes on a variety of life contexts. In addition, motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. Motivation is the progression of instigating and sustaining goal-directed behaviour. Of course not only human behaviour but finally it’s become responsible for individual personality also. As we have already discussed intrinsic-internal drive is the main force to put an action but with that social environment – pressure from others also equally responsible for the human behaviour. Here researcher has tried to find out relationship between motivation and personality.

Education is a unique investment and academic achievement is a vital aspect of it. In this world of industrialization and globalization the educational Status of an individual is highly depicted through the academic achievement. Adolescent achievement is the result of a long history of cumulative effects. Early on, positive educational environments, both family and school, lead to personal traits that support achievement -- intelligence,
confidence in one’s own abilities, the desire to succeed and high educational aspirations. Achievement motivation is based on reaching success and achieving all of our aspirations in life. That is why researcher has tried to find out relation between personality and motivation. As being a directly related with the academic field first thought was of testing achievement motivation

Nevertheless, improving an unfavourable environment can help a poorly performing young person bounce back, opening the door to a more satisfying adult life. There are many factors that affect and contribute to academic achievement of students. In this regard personality traits and academic achievement are both interrelated.

Academic achievement of students refers to the knowledge attained and skills developed in the academic subjects. So, academic achievement means the achievement of students in the academic subjects in relation to their knowledge attaining ability or degree of competence in study tasks usually measured by

Standardized tests and expressed in grades or units based on students’ performance. Sinha (1970) explains it as “students whose academic performance is superior in character in the form of high percentage of marks are taken as successful candidates. On the other hand, students who fail in the previous examination and obtained low divisions in their examination are considered as individuals who are failed in their attainments”.

Achievement:

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools and in general the education system itself. In fact, it
appears as if the whole system of education revolves around the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavours. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? (Ramaswamy, 1990).

Human life, which is the best creation of god, has got two aspects: The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. It is again through education that he promotes his intelligence and adds his knowledge with which he can move the world for good and for evil according to his wishes. Education in fact, is one of the major “life processes” of the human beings “just as there are certain indispensable vital processes of life in a biological sense. So education may be considered a vital process in a social sense. Education is indispensable to normal living, without education the individual would be unqualified for group life (Safaya, et al. 1963).

School achievement may be affected by various factors like intelligence, study habits, and attitudes of pupil towards school, different aspects of their personality, socio economic Status, etc. The desire of success is derived from individual’s concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus a child, who sees himself as top ranking scholar, may set as his goal the attainment of the highest grade in the class.

A modern society cannot achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its
citizens. One of the major tasks of education is to help children to develop the skills appropriate to the age in which they live and those skills which promote a lifetime of learning. Educationists and counsellors in educational settings are often confronted with students who appear to have above average scholastic aptitude but are very poor in their studies. A recurring question baffling them has been why some students succeed in their study while others do not? This question is sometimes considered to be closely related to learning than teaching.

Jamuar (1974) stated that efficient learning depends not only on good teaching methods but also satisfactory learning procedures. Anwana and Cobbach (1989) are also of the view that students do badly academically on account of factors other than low intellectual capacity. Tiwari and Bansal (1994) mentioned that a child with high academic achievement is likely to be well-treated as well behaved and independent and Low Achievers as incapable and deprived of employment, which may lead this to maladjustment to life. In our society academic achievement is considered as a key criterion to judge one’s total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Achievement is influenced by personality, motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of student like study habit, self-concept, socio economic Status, intelligence etc.
Known factors associated with academic achievement have important implications for educators in structuring educational processes, aimed at improving academic performance of students.

**Intrinsic Motivation and Achievement Goals:**

Intrinsic motivation is defined as the enjoyment of an interest in an activity for its own sake. Fundamentally viewed as an approach form of motivation, intrinsic motivation is identified as an important component of achievement goal theory. Most achievement goal and intrinsic motivational theorists argue that mastery goals are facilitative of intrinsic motivation and related mental processes and performance goals create negative effects. Mastery goals are said to promote intrinsic motivation by fostering perceptions of challenge, encouraging task involvement, generating excitement, and supporting self-determination while performance goals are the opposite. Performance goals are portrayed as undermining intrinsic motivation by instilling perceptions of threat, disrupting task involvement, and creating anxiety and pressure (*Elliot & Harackiewicz, 1996*).

An alternative set of predictions may be derived from the approach-avoidance framework. Both performance-approach and mastery goals are focused on attaining competence and foster intrinsic motivation. More specifically, in performance-approach or mastery orientations, individuals perceive the achievement setting as a challenge, and this likely will create excitement, encourage cognitive functioning, increase concentration and task absorption, and direct the person toward success and mastery of information which facilitates intrinsic motivation. The performance-avoidance goal is focused on avoiding incompetence, where individuals see the achievement setting as a threat and seek to escape it (*Elliot & Harackiewicz, 1996*). This orientation is likely to elicit anxiety and
withdrawal of effort and cognitive resources while disrupting concentration and motivation.

**Personal Goals Analysis**

In recent years, theorists have increasingly relied on various goal constructs to account for action in achievement settings. Four levels of goal representation have been introduced: task-specific guidelines for performance, such as performing a certain action, situation-specific orientations that represent the purpose of achievement activity, such as demonstrating competence relative to others in a situation, personal goals that symbolize achievement pursuits, such as getting good grades, and self-standards and future self-images, including planning for future goals and successes. These goal-based achievement motivation theories have focused almost exclusively on approach forms behaviour but in recent years have shifted more toward avoidance (*Elliot & Sheldon, 1997*).

Motivation is an important factor in everyday life. Our basic behaviours and feelings are affected by our inner drive to succeed over life's challenges while we set goals for ourselves. Our motivation also promotes our feelings of competence and self-worth as we achieve our goals. It provides us with means to compete with others in order to better ourselves and to seek out new information to learn and absorb. Individuals experience motivation in different ways, whether it is task- or ego-based in nature. Some people strive to achieve their goals for personal satisfaction and self-improvement while others compete with their surroundings in achievement settings to simply be classified as the best. Motivation and the resulting behaviour are both affected by the many different models of achievement motivation. These models, although separate, are very similar in nature and theory. The mastery and performance achievement settings each have a considerable
effect on how an individual is motivated. Each theorist has made a contribution to the existing theories in today's achievement studies. More often than not, theorists build off of each other's work to expand old ideas and create new ones. Achievement motivation is an intriguing field, and I find myself more interested after reviewing similar theories from different perspectives.

**Achievement Motivation:**

Motivation is the process of responding to students’ inner needs and drives. While individuals will have needs that are particular and specific, they will also have needs in common with all other learners. Within the classroom setting, five sets of needs have of special importance. These are a sense of belonging, a sense of achievement, a sense of appreciation, a sense of influence and a sense of involvement.

During the last 30 years, studies on motivation in sport have adopted a social cognitive approach. One approach, achievement goal theory, became one of the most important approaches to understanding sport motivation. Goals are cognitive representations of the different purposes people may have in achievement situations, and are presumed to guide behaviour and cognition, and affect academic, work, or sport situations.

The word achievement motivation was First time used by Professor McClelland from Howard University. A project work on achievement motivation in 1948 was tested by McClelland and Atkinson. According to them achievement motivation is an individual need which gives a different recognition to a person.

Achievement motivation can be defined as the student’s predisposition to approach or avoid a competitive situation. In a broader sense, it includes the concept of desire, or desire to excel. The desire to achieve success in
academics is not an innate drive, such as hunger or thirst, but is likely one that is developed or learned in the learning environment. The best explanation of approach–avoidance conflict situation for the student is provided by the **McClelland–Atkinson** model of achievement motivation. In its simplest form, it suggests that achievement motivation is a function of two constructs. These two constructs are:

- The motive to achieve success,
- The fear of failure.

The motive to achieve success is believed to represent an athlete’s intrinsic motivation to engage in an exciting activity. The fear of failure is a psychological construct associated with cognitive state anxiety. According to this theory, a person’s desire to enter an achievement situation is a function of the relative strengths of these two constructs – the motive to achieve success and the fear of failure. If an individual’s desire to participate in the activity is greater than the fear of failure, then it is likely that the person will perform the activity.

Achievement motivation is an essential element of human personality. It directs a person’s activity and makes it more or less dynamic. Without the desire to succeed other psychological features and abilities do not provide nearly so much influence on performance. Achievement motivation influences other factors affecting performance in sport like: physical preparation, technique, tactics and even life style ([Gracz & Sankowski, 1995](#)). Correlates of Achievement motivation is a psychological trait, consist of a combination of factors which initiates, directs and sustain behaviour towards the successful attainment of certain goals. The goal provides some sort of satisfaction significant and relief to the student.
Definition of achievement Motivation:

Achievement motivation can be defined as the need for success or the attainment of excellence.

The achievement motivation may be associated with a variety of goals, but in general behaviour adapted will involve activity with which is directed towards the attainment of some standards of excellence.

- McClelland and Atkinson

The achievement motivation is conceived as latent deposition which is manifested in over striving only when the individual perceives performance as instrument to a sense of personal accomplishment.

- Atkinson and Feather

A system of goal direction in human activity that is closely related to competence, aggressiveness and dominance is described by Psychologists as achievement motivation.

-Atkinson and McDavid

Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behaviour in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives every day. All of our behaviours, actions, thoughts, and beliefs are influenced by our inner drive to succeed.
Achievement motivation is based on reaching success and achieving all of our aspirations in life. That is why researcher has tried to find out relation between personality and motivation. As being a directly related with the academic field first thought was of testing achievement motivation

**Role of Achievement Motivation in Education:**

Motivation for academic achievement is attributed to behaviour which leads to learning and achievement (Masaali 2007). The bulk of behaviours indicating the academic motivation involve insisting on doing difficult assignments, hard working or effort into learning to reach mastery and choosing assignments which need great effort (Abedi 2008).

The psychologists have recognized and examined the effective factors in motivation for academic achievement. The results of their research indicated that personality; family and social variables are related to this construct. Some other psychologists directed their studies towards integrating intellectual ability, learning style, personality and motivation for academic achievement as the predictors of academic achievement in higher education (Hama Kera 2009).

Achievement motivation plays a decisive role in the organization of human behaviour. It is a psychological construct which determines the achievement level of an individual. Achievement motivation is also called need for achievement (n-achievement). It was McClelland (1953), who initiated research in the field of Achievement Motivation and develops means of measuring achievement using Thematic Apperception Test. People with whom the need for achievement is strong seek to become accomplished and to improve their task performance. They are task oriented, challenging, evaluating and comparing it other peoples performance or in terms of some
other standard. One would expect achievement motivation to be an important predictor of success.

Experts, parents and teachers have been interested in discovering the important forces influencing students’ achievement in academics. Most people believe that motivation plays a significant role in determining the students’ achievements. Each student has different level of motivation as well as different personal and social factors that affect his motivation. It is imperative for educators and parents to understand the interaction of the various aspects contributing to student’s motivation in order to ensure the academic success of school children.

Achievement motivation is a construct originated from motivation, which has traditionally been used to describe and explain difference in intensity and direction of behaviour. Lewin (1935) highlighted the importance of n-achievement in human behaviour. He studied ‘upward striving’ nature of achievement, aspiration and behaviours.

The concept of achievement motivation actually originated from Murray (1938). The concept of Achievement motivation was first systematically studied by McClelland (1953) and his associates. Murray has listed twenty common needs. Out of the different needs listed the focus of interest was social needs like need for affiliation, power and achievement. McClelland started research of human motivation by selecting the ‘need to achieve’ which Murray has listed. Murray’s ‘effect need’ and ‘model need’ are also related to the need for achievement.

All individuals possess some degree of achievement motivation that induces them to achieve more and more in life. Different individuals have different degrees of achievement motive. In any society we can find individuals who set high standards for themselves, work very hard to achieve them and
respond with considerable feeling to their success or failure in meeting those standards. There are another group of individuals who set very low standards, make little or no effort, have little concern about their accomplishments and remain indifferent. An achievement oriented person selects an easy or intermediate task to begin with and choose tasks of progressively greater difficulty whenever they experience success.

Achievement motivation has its roots in early childhood. Child care practices, sociocultural and economic conditions of family, parental expectations about their children, the conditions in which particular groups live and culture of the society influence in developing a person’s motive to achieve. Man’s social origin and culture also affect the extent to which one acquires an achievement motive.

Self-esteem and self-concept are other factors facilitating the need for achievement. Some psychological factors like anxiety, level of aspiration and curiosity affect in developing one’s own achievement motivation. Ohja (1973) in a study observed that mother’s love, father’s permissiveness and love were positively related to n-achievement whereas parental restriction and protection were negatively related to n- achievement. Achievement motive develops more in the family where independent development of the child is emphasized. Low achievement motivation is associated with families in which children are more dependent on their parents. He also found to be that sons of entrepreneur fathers, boys from nuclear families and sons of younger mothers had higher n- achievement than those sons of bureaucrat fathers, boys from joint families and sons of middle aged and older mothers respectively. Men and women differ in degrees and type of achievement motivation as the expectations of the two sexes differ culture to culture and society to society.
As we know that our country has long back set an objective of universalization of elementary education.

**The Hierarchal Model of Achievement Motivation**

Achievement motivation has been conceptualized in many different ways. Our understanding of achievement-relevant effects, cognition, and behaviour has improved. Despite being similar in nature, many achievement motivation approaches have been developed separately, suggesting that most achievement motivation theories are in concordance with one another instead of competing. Motivational researchers have sought to promote a hierarchal model of approach and avoidance achievement motivation by incorporating the two prominent theories: the achievement motive approach and the achievement goal approach. Achievement motives include the need for achievement and the fear of failure. These are the more predominant motives that direct our behaviour toward positive and negative outcomes. Achievement goals are viewed as more solid cognitive representations pointing individuals toward a specific end. There are three types of these achievement goals: a performance-approach goal, a performance-avoidance goal, and a mastery goal. A performance-approach goal is focused on attaining competence relative to others, a performance-avoidance goal is focused on avoiding incompetence relative to others, and a mastery goal is focused on the development of competence itself and of task mastery. Achievement motives can be seen as direct predictors of achievement-relevant circumstances. Thus, achievement motives are said to have an indirect or distal influence, and achievement goals are said to have a direct or proximal influence on achievement-relevant outcomes (Elliot & McGregor, 1999).

These motives and goals are viewed as working together to regulate achievement behaviour. The hierarchal model presents achievement goals as
predictors for performance outcomes. The model is being further conceptualized to include more approaches to achievement motivation. One weakness of the model is that it does not provide an account of the processes responsible for the link between achievement goals and performance. As this model is enhanced, it becomes more useful in predicting the outcomes of achievement-based behaviours (Elliot & McGregor, 1999).

Through the centuries personality has been regarded as a practical force in determining success or failure in life. The importance of personality increases as social life becomes more complex. A pleasing ‘personality has a marketable value in a complex society and is highly prized and sought after. Students with different personality traits show different level of performance in examinations. It is because of their different level of intelligence, study habits, inspiration interest etc. In the same way some traits such as sociability, self confidence and ambitious are associated with academic achievement of students. These personality traits work in an effective manner for the development of individual. Personality is of great significance in all areas of our complex society.

**Significance of Study:**

There have been many studies in the past in the psychology researches, in which they undertook many aspects of ether personality, level of aspiration or academic achievement. However few studies in resent past have thrown light on some aspect of above mentioned variables. Here researcher has focus on how interaction plays a role of personality, the level of aspiration of the student and how personality interacts to increases or decreases the achievement motivation specifically in the field of education. Not only had that but investigator tried to find out the effect of some demographic variables on all the above mentioned variables.