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REVIEW OF THE RELATED LITERATURE

Introduction:

As we know that how an apple played a role in the innovation of the theory of Gravity; same way review of the past studies plays a role for any researcher and encourages for innovating a new research. From reviewing past literature investigator may arise some questions in his/her mind and then particular research may take place. There will not be any exaggeration if we say that review of literature is the mother of any research. So, Review of past research is foundation of any research. According to Walter and Gall ‘The literature in any field forms the foundation upon which all further work will be built.’ Reviews of past researches help the researcher to plan the research. This chapter covers the background literature that was drawn upon for the better understanding of the scenario.

At initial stage of the present study, a collective body of research work, related to involved variables i.e. personality traits/factors, aspiration level and academic achievement motivation was examined extensively, so that proper guidelines and directions from objectives, hypotheses, methodologies and findings may be sought to assist the various steps of the present study like determination of objectives, formulation of hypotheses, selection of methodology and to get an understanding of relationships between different related variables.

Previous studies related to Personality and Various Factors of Personality:

Hari Gopal (1979), points out that the extreme self ideal disparity groups differed significantly on emotional stability, super ego strength, urges tension and anxiety.
Donald J. Campbell (1982) had done a research on the goal-setting research literature was reviewed in an attempt to identify those variables having an effect on an individual's choice of goal level. Two broad areas were considered: situational factors and personality factors; under situational factors, prior success or failure on the task. Thus, the early literature on level of aspiration is examined and the review supports the notion that choice of goal difficulty reflects a general personality trait, operating across different situations.

Sinha (1982) said that the children grow in a hierarchically structure overlapping social groups, kingship network and cast groups, which shape their personality, values and conduct in unique ways.

Gupta (1987) studied relationship between locus of control, anxiety, personality traits, level of aspiration and academic achievement of secondary school students with the objective to assess the magnitude and direction of relationship of locus of control, anxiety, personality traits and level of aspiration with academic achievement by taking a sample of 670 students. He found that locus of control, anxiety, level of aspiration was correlated negatively with academic achievement; socio economic Status had significant positive correlation with academic achievement; boys were High Achievers, more internally controlled and less anxious than girls.

Astington (1996) studied the personality traits of both boys and girls by taking a sample of 345 students of ninth class and found that boys with the best relative academic achievement received higher rating in persistence, independence and interest and considered themselves less extraverted and less sociable than did their fellow students who performed less well academically.
Mishra (1997) found that personality factor (except self-sufficiency) was not significantly related to academic achievement.

Hussain (1998) studied adjustment patterns and personality traits and found to be a significant relationship between adjustment and personality patterns among male and female; all personality traits and adjustment patterns were positively and significantly correlated.

Vijaya (1999) compared personality traits of male and female students and found that male respondent were superior in traits like decisiveness, emotional stability, masculinity and ego strength whereas females were superior in traits like responsibility, friendliness and curiosity.

Khan (2000) studied about gifted achievers and underachievers on personality found that High Achievers had greater feeling of individual worth, greater ability to persist and cope with their own emotional disturbances.

Sharma (2001) studied the development of social norms among different personality groups and found that introvert females showed better retention in reasoning concepts than their counterpart i.e. male and extrovert; extroversion was positively related to academic achievement for both male and female.

Gakhar (2003) studied relationship between emotional maturity and self concept on academic achievement of students at secondary stage with the objective to find the difference in emotional maturity of boys and girls, students of urban and rural areas, students of government and private schools, children of working and non-working mothers with a sample of 200 students of secondary stage and found that there was negative correlation between intelligence an emotional maturity; a significant correlation between emotional maturity and academic achievement of boys and girls.
Khatoon (2003) studied personality patterns of high and low academic achievers and found that High Achievers found that interaction between achievement and Gender significantly affect personality factor.

Brent W. Roberts and Megan O'Donnell (2004) had investigated and Richard W. Robins ‘Goal and Personality Trait Development in Emerging Adulthood’ on the sample of 298 and they found that Like personality traits, life goals demonstrated high levels of rank-order stability. Moreover, each goal domain was marked by significant individual differences in change, and these individual differences were related to changes in personality traits.

Whiston as cited in Guay, et al. studied shown that only women’s career indecisiveness was negatively correlated to the quantity of control as well as organization within the family and that both women’s and men’s career decision-making. According to research on Gender differences has typically shown that women present higher levels of autonomy than do men. However, the research does not usually report Gender differences on career decision-making self-efficacy and career indecision. Many of studied have linked career indecision to interpersonal and intrapersonal processes without paying attention to how interpersonal and intrapersonal factors are related to career indecision.

The importance of career aspirations and how they relate to disciplines being studied now needs to be looked at in relation to the career choices that the students take if we are to better understand how SDT can effect career aspirations.

Khan and Bhat (2008) undertook the study of the personality factors of high and Low Achievers of elementary level students. The sample for the study was 100 (50 High Achievers and 50 Low Achievers) who were selected randomly from one educational zone of district Budgam (J&K). The results revealed that High Achievers were reserved, detached, aloof, critical, stiff,
more intelligent and also High Achievers were found to be emotionally less stable, mature and faced reality while as Low Achievers were emotionally unstable and affected by feelings.

**Locke, Durham, & Kluger, 1998.** However, less is known about the processes by which personality influences these outcomes. Management scholars have identified a need to examine personality variables in terms of the motivational and self-regulation processes that explain their relationships to outcome variables. (Kanfer, 1990; Kanfer & Heggestad, 1997; Mount & Barrick, 1995; Tokar et al., 1998). Such studies should contribute to theory development, as well as highlight additional possibilities for developing individuals’ potential in work and educational settings. As we develop a greater understanding of the motivational processes associated with personality characteristics, leaders may be able to target these aspects of self-regulation for change efforts. The goal-striving process may be a particularly useful aspect of self-regulation to study in terms of personality influences. Goal striving refers to the ways in which people manage their thoughts and actions while working toward an outcome (Diefendorff, Hall,

**T.C. Gyanani (1999).** Results indicate that at the adolescent age boys and girls have similar self-concept. But they differ significantly in different dimensions of the self-concept. Caste difference creates significant difference in the self-concept. The non scheduled caste adolescents were found higher on their self-concept than the scheduled caste adolescents. The religion of the adolescents does play a significant role in deterring the self-concept of the individuals. Hindu and Sikh adolescents were found higher in global self-concept than adolescents of other religion. In different dimensions of self-concept, Hindu adolescents have shown high perception in Intellectual, Social, Moral & Ethical and Emotional self-concept. Muslims have shown
high perception in physical dimensions. Sikh adolescent have shown high perception in activity dimension and Christian adolescents have shown their high perception in social aspect of the self-concept.

York studied on Gender differences in career decision making. Research had found that parents’ and peers’ behaviours strongly influence career decision making. The promotion of perceptions of self-efficacy and autonomy can reduce career indecision. And autonomy supportive ways may help students develop their autonomy and self-efficacy to support their career decision making. The less autonomy supportive and the more controlling the parents and peers, the less positive are students’ perceptions of self-efficacy and autonomy toward career decision-making activities. In turn, the less positive student’s perceptions are, the higher their levels of career indecision. In addition, women perceived greater autonomy and self-efficacy but less career indecision than did men.

Gakhar (2003) studied relationship between emotional maturity and self concept on academic achievement of students at secondary stage with the objective to find the difference in emotional maturity of boys and girls, students of urban and rural areas, students with a sample of 200 students and found that there was negative correlation between intelligence and emotional maturity; a significant correlation between emotional maturity and academic achievement of boys and girls.

Previous studies Related to the Level of Aspiration:

Gardner, J. W.(1940) had studied in his Recent studies of the level of aspiration. The concept, first used by Dembo, described the fact that, when a required goal is too difficult, the subject will set up an intermediate goal which is easier than, but directed toward, the required goal. Hoppe found to be that the subject experiences success or failure in terms of this intermediate goal. He determined this "level of aspiration" by a crude inferential technique.
Later investigators rejected his method and substituted an objective measure, by asking the subject to choose from a set of graded problems the one which he wished to attempt. This introduced a discrepancy between the subject's inner desire and his overtly expressed desire, the latter being distorted by the social factor. Hence the author suggests that the so-called "inner level of aspiration" is a myth, that it is too vague to be called a "level" and should rather be thought of as a zone which shifts with conditions. Then the term "level of aspiration" could be reserved for the artificial but objective and quantifiable indication which the subject makes overtly regarding his future performance in a given activity. As such the concept represents one of the most interesting personality variables uncovered in recent years.

**Frank, J. D.(1941)** had after considering current definitions, procedures, and scoring methods in studies of level of aspiration, the author reviews the results of studies on the phenomenon under the headings: reliability and generality, level of aspiration vs judgment, effect of properties of the task, effect of success and failure in the same task, effect of success and failure in other tasks, age, sex, personality ratings and tests, psychoses, attitudes, and social and cultural factors. The significance of these studies lies in their demonstration of a promising experimental approach to problems of success and failure, of the formation of goals, and of the genesis of the self and its relations to personality structure, achievement, and the social environment. 28 references.

**D. Bar-tal, D. Kfir, y. Bar-Zohar,m. Chen (1959)** had tested While holding the influence of socio-economic Status constant, the relationship between locus of control and academic achievement, anxiety, and level of aspiration was examined among 2,438 students. It was observed that, in general, internals tend to attain greater academic achievement, to express less anxiety, and to have higher level of aspiration. The relationship between
academic achievement, level of aspiration, and the perception of locus of control appears to be accentuated among students.

De Hoyos, Arturo had studied on levels of aspiration, which have made some important contributions to the understanding of the relationship between social structure and personality. In the study the investigator had motto to investigate the differentials in levels of occupational and educational aspiration of Mexican American youths. He found that the high level of aspiration of the sample is a manifestation of their identification with the values of the dominant society or a manifestation of external imitation of those values, which help them to build up their personality.

Singh (1984) studied the effect of level of aspiration on achievement and found that rural students received lower marks than urban students and there was a positive correlation between level of aspiration and achievement.

Yoesting, D., Beal, G (1989) worked on A Conceptual Framework for the Study of Aspirations 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 lead 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.
Siegel, Sidney had studied the Level of aspiration in relation to decision theory where an achievement scale is viewed as a scale of utility of achievement goals. One's level of aspiration can be reduced to the measurement of ordered metric goals which include a ranking of the goals and the distance between them. A behavioural model of decision making should contain not only subjective probability but also utility whose main concepts are Level of aspiration and reinforcement effects. Given several choices the individual tries to maximize the subjective expected utility where utility is a function of Level of aspiration and reinforcement.

Tehlan (2001) conducted a comparative study of the impact of general intelligence, level of aspiration and awareness of facilities on the academic achievement of scheduled caste students by taking students of senior secondary stage and found that general intelligence of male scheduled caste students were better than the female scheduled caste students; general intelligence of rural male scheduled caste students were better than the urban male scheduled caste students; general intelligence of female urban scheduled caste students were better than the rural female scheduled caste students; intelligence level of female urban scheduled caste students were better than the rural female scheduled caste; level of intelligence of the urban male scheduled caste students was better than the rural male scheduled caste students.

Purwar (2002) Finding shows that self-confidence and intelligence is higher in non-scheduled caste urban and rural boys and girls. The highest level of aspiration was found in scheduled caste urban boys and average level of aspiration of scheduled caste urban girls.
**Previous studies Related to the Academic Achievement Motivation:**

**Bhatnagar (1966)** reported that there is a confusion in the relationship between personality variables and academic achievement due to the (1) use of a wide variety of tools, (2) use of invalidated techniques, (3) heterogeneity of samples, (4) inadequate control of correlated variables, (5) imprecise definitions of personality traits, (6) diverse methods of identifying over- and under-achievers, and (7) inherent weaknesses of the test of significance used in most studies.

**Davids (1966)** reported that high achieving boys and girls tend to have psychological characteristics that differentiate them from Low Achievers. They have a higher need for achievement, dominance, endurance, order, and interception. In addition they score higher on measures of self assurance, socialization, maturity, achievement potential, and intellectual efficiency. Academic under achievers showed a greater need for heterosexual activity and csuccorence.

**Bhatnagar (1967)** found relationship between personality characteristic and academic achievement by relating personality variables to academic achievement after controlling the effects of socio economic Status, intelligence, school difference and age difference; academic achievement, act differentiate at different levels of age and intelligence for different types of personality.

**Bachtold (1969)** studied the personality characteristic of 227 over and under-achiever bright 5th grade students’ with the help of children’s personality questionnaire and found that successful female achievers got higher scores on credibility, self confidence and self control compared to under achievers; successful male achievers scored higher on emotional stability, seriousness and sensitivity in comparison to under achievers.
Johnson (1970) studied personality differences between low and high achieving boys using the personality inventory for children. Results showed that Low Achievers were generally less emotionally adjusted and mature than average achievers.

Berman and Eisenberg (1971) reviewed some previous work on factors in academic achievement and reported a study using 270 final-year high school students. They correlated final-year grades with IQ, family and socio-economic data, and CPI scores in order to define the characteristics of the successful student within a culturally and economically homogenous group. Certain personality traits were found to correlate with achievement, i.e., motivation, sense of well-being, independence, and conformity. Exceptionally high achievement correlated with high IQ, and it is suggested that identification with parents' values and life models may be relevant.

Aggarwal et al. (1973) in a psycho social study of academic achievement of over and under achievement at secondary school level and found that under achievers were comparatively less emotionally mature, less calm, less placid, less prone to getting into difficulties less able to face reality and possessed less ego strength than over achiever students.

Srivastava (1974) examined the effect of achievement motivation and personality characteristic on academic achievement by taking a sample of 931 male students of class Xth and found that when intelligence was constant, personality trait relaxed-tense was correlated with achievement motivation and it influenced academic achievement when intelligence and socio economic Status were held constant.

Lynne Gray Garman and Walter T. Planet (1975) had investigated Personality, Academic Performance and Educational Aspiration of very
bright men and women on the sample of 200. They found that variables were highly correlated with each other.

Beedawat (1976) studied the personality characteristics of under achievers and found that under achievement was higher in Science group girls and they possessed the trait of outgoing, warm hearted, easy going and average emotionally stability.

Tiwari et al. (1976) studied the differential personality correlates of high and Low Achievers at the same level of socio economic Status and found that High Achievers were significantly better adjusted than Low Achievers in the areas of emotional and educational adjustment but not in the area of social adjustment; Low Achievers were below average in intelligence and more anxious than High Achievers who were above average in intelligence but low in anxiety.

Paramesh (1976) administered the Eysenck Personality Inventory to 155 high school boys (mean age 16.14 yrs). Scholastic achievement, as measured by scores on a secondary school graduation examination, was also assessed. No significant relationships between personality and scholastic achievement were found.

A study by Stewart and Valentino (1976) showed that, the Wide Range Achievement Test and WAIS or WISC scores of 180 emotionally disturbed 11-18 year olds were related to the personality profiles (16 PF or High School Personality Questionnaire) by means of canonical variate analysis. Results indicate that the emotionally disturbed adolescent who is low in ego strength, tense, guilt prone, sensitive, shy, and submissive tends to be more intelligent and demonstrate higher academic achievement.
Joshi et al. (1977) conducted a study with a view to discovering non-intellectual aspects of personality that were related to intellectual achievement and found the traits which were significantly higher for the High Achievers were Do (dominance), Cs (capacity for Status) Sy (soriability), Sa (self acceptance), Ac (achievement by conformity) Re (responsibility to tolerance), Ai (achievement by independence), Ie (intellectual efficiency), and Fe (feminity) on one scale and Fx (flexibility) having higher mean for Low Achievers.

Gupta (1978) studied personality characteristics of tenth grade under and over achievers of both sexes and found that the magnitude of over and under achievement among high school adolescents was very high; the magnitude of under achievement and over achievement was greater among boys than girls.

Kolwadkar (1980) conducted a study of gifted children in relation to their personality traits, level of adjustment and academic achievement and found that socioeconomic Status, father’s occupation, education of parents, size of family, ordinal position, health Status were significantly related to academic achievement; adjustment was positively correlated with academic achievement in case of boys.

Kumar (1983) studied high (HAS) and Low Achievers (LAs) with respect to personality needs including autonomy, abasement, and aggression. From 248 male intermediate College students, who were administered a personality inventory and whose scholastic achievement scores were available, 41 HAS and 25 LAs were selected for analysis of personality needs. Results show that LAs scored higher on the need for dominance. HAS scored higher on needs for endurance and nurturance. Exhibition and endurance were related to the scholastic achievement of HAS.
Ahmad, Sarfaraz and Rashmi Sinha Nigam (Etah). (1984) had studied the effect of motivation on academic achievement on a sample of 500 students. The data was collected on the basis of motivation test by Sharma and academic achievement was taken as the percentage of past year academic record. The result suggests the motivation is significantly related to academic achievement of students.

Koul (1984) studied the personality traits of High Achievers and found that High Achievers in mathematics were more intelligent, realistic, sturdy and dominant with high ego strength. After making a factor analysis, the differentiating traits of High Achievers was reduced to three factors namely the factor of venture sameness, self confidence.

Samal (1990) studied the relationship between planning and academic achievement of boys and girls and found that there was no significant difference between boys and girls with regard to academic achievement.

Tripathi (1991) studied achievement motivation and its correlates of high school students with the objective to study the relationship between academic achievement and achievement motivation by taking a sample of 445 students selected through random sampling technique and revealed that urban Science boys were generally better adjusted; achievement motivation of boys and girls was highly correlated with intelligence and achievement. Among the other correlates of achievement motivation, academic achievement was proved to be the most dominant factor.

Watkins and Hattie (1992) conducted a research with 1,266 Australian secondary school students and supported 2 propositions critical to the motive-strategy congruence model of J. B. Biggs (1985). Students tend to use learning strategies congruent with motivation for learning, and congruent
motive-strategy combinations are associated with higher average school grades.

**Chitra, Thiagarajan and Krishnan (1994)** studied 6 psycho-social factors that could augment the educational achievement, prestige and socio-economic Status (SES) among scheduled caste (SC) communities. The factors studied were: personality, intelligence, occupational aspiration, SES, social distance, and awareness of facilities. The personality traits of 104 SC girl students and 100 non-scheduled caste girl students pursuing a higher secondary course were assessed. SC subjects differed from the NSC group only in their SES, and all 6 psychosocial factors were equally responsible for the academic achievement in both the groups. It was concluded that education causes a positive change in personality, intelligence, and occupational aspiration by narrowing down the gap between the 2 groups.

**Sovik, Frostad and Lie (1994)** outlined frequencies and characteristics of discrepancies between children's IQ and their basic skill performance among students in 2 different grade levels, and examined the relationship between students' learning strategies and discrepancies in basic skills. 110 3rd-graders and 148 8th-graders were observed during group tests in reading and spelling. 32 other subjects from Grades 3 and 8 completed assessments of individual achievement in reading, writing, arithmetic, and intelligence. Subjects were also assessed on 6 personality traits: attention, reflection, working speed, accuracy, feedback, and persistence. The frequency of discrepancies between IQ and academic achievement among subjects with normal IQ was 18.7% in Grade 3 and 25% in Grade 8. A general relationship was found between subjects' scoring on personality traits and the discrepancies, and a similar relationship seemed to exist between task-specific strategies and underachievement.
**Fontaine (1994)** studied the relationship between achievement motivation at school and child-rearing practices and found that more motivated children live in more rigidly structured families. Fontaine suggested more research on the differential influences of social context and Gender. Jegede's (1994) reports on a study of 160 Nigerian secondary students, to determine the influence of achievement motivation and Gender on performance in English language learning: Found that, if adequately motivated, the students are capable of mastering English. He attributed the lack of Gender differences to social change in Nigeria.

**Mathew, Anniamma; Kunhikrishnan, K.(1995)** had explores the relationship between "n Ach" (a personality disposition) and level of aspiration among 40 postgraduate female students. Results indicate that high need for achievement was positively related to high level of aspiration. Level of aspiration depended on the particular task employed. Achievement motivation was found to be a personality disposition and is independent of the specific instrument used to measure it.

**Lalithamma (1995)** studied the performance of students in relation to Gender and found that there was significant difference in the performance of boys and girls in mathematics, the difference being in favour of boys.

**Mishra (1997)** examined the correlates of academic achievement of high school students and found that intelligence was significantly correlated with academic achievement for both boys and girls; the correlation between intelligence and academic achievement was higher in case of girls; socio economic Status was not significantly related with academic achievement of boys and girls; academic achievement of rural students was lower than the achievement of urban students; academic performance of girls was superior to the performance of boys.
Huo et al (1997) studied the influences of learning motivation (LM), intelligence (IT) and personality (PE) on academic achievement (AA) and their correlations. The Sample consisted of 217 normal Chinese male and 202 normal Chinese female adolescents (middle school students). Subjects' IT, PE and LM associated factors--knowledge of learning, skill, movement, social life, test stress, avoidance of failure, self-responsibility, and academic expectation--and final scores of Chinese, English language and mathematics test were assessed. According to the results, subjects were divided into a high IQ and LM group and a low IQ and LM group. Multifactor and multi regression analysis were used to study the main factors influencing AA between male v/s female and between high IQ, LM vls low IQ, LM subjects, and to analyze correlations of LM, IT, PE on subjects' language and mathematics scores. Four optimum grouping patterns were provided.

Johnson (1997) reported a study where they examined the relationship between specific personality traits and learning styles and academic achievement in gifted students, resulting in their becoming underachievers and being considered at-risk in the educational system. Additionally, an attempt was made to determine when the rate of sharpest decline in academic performance occurs over a five-year period of time which would have essential implications in intervention strategies to prevent this occurrence. The population consisted of 46 gifted students in a South Carolina school district. Based on a median-split of average cumulative end-of-year grades over a five-year period, the students were categorized into two groups: achievers and underachievers. The two groups afforded an opportunity to examine differences in personality traits, learning styles, and academic performance between the two groups within the population. Two tests, the Sixteen Personality Factor Questionnaire and the Basic Assessment of Cognitive Organization, were administered to the participants to determine
personality traits and analytical global learning styles. The cumulative end-of-year academic grades were used to investigate whether or not there was an identifiable point in time over a five-year time span when the sharpest rate of decline in academic performance occurred. Results of the Spearman Rank-Order Correlation Coefficients showed that there were significant correlations between ten personality traits and academic achievement, and mean differences between the gifted achievers and gifted underachievers confirmed that these personality traits contributed to the academic achievement of these students. There did not appear to be a significant correlation between analytic and global perceptual tendency and academic achievement although the majority of gifted students were either highly flexible or more global than analytic. In addition, no particular point of decline in academic achievement was readily identified. Findings of this study were consistent with which suggested that personality factors may be related to academic achievement, and gifted achievers.

Albaili (1997) studied 168 undergraduate students at the United Arab Emirates University. Used the "Learning and Study Strategies Inventory" to examine the differences between low- achieving students, average-, and high achieving students. They discovered that motivation was the most powerful discriminating factor separating the students.

Dev (1998) reviewed research results from 14 studies that focus on the intervention methods practiced to enhance academic intrinsic motivation for students with learning disabilities (LD) and measures used to assess academic intrinsic motivation in students with LD. Data analysis showed that intrinsic motivation strongly related to academic achievement in students with LD.

Goldberg and Cornell (1998) as part of a national study, administered measures of intrinsic motivation, perceived competence, and academic
achievement to 949 academically gifted second and third graders at the beginning and end of the school year. Structural equation modelling indicated that intrinsic motivation influenced perceived competence and that perceived competence influenced subsequent academic achievement.

**Busato et al (1999)** investigated the relation between J. D. Vermunt's (1992) 4 postulated learning styles (meaning directed [MD], reproduction directed [RD], application directed [AD], or undirected [UD] learning styles), the Big Five personality traits, and achievement motivation among 900 university students. Extraversion correlated positively with the MD, RD, and AD learning styles. Conscientiousness was associated positively with the MD, RD, and AD learning styles, and negatively with the UD learning style. Openness to experience correlated positively with the MD and AD learning styles, and negatively with the UD style. Neuroticism correlated positively with the UD learning style and negatively with MD and RD learning styles. Agreeableness was associated positively with RD and AD learning styles. Positive correlations were found to be before achievement motivation with the MD, RD, and AD learning styles, and a negative one with the UD learning style. Regression analyses confirmed these patterns. Although there was some systematic overlap for the 4 learning styles with personality variables and achievement motivation, the authors conclude that it makes sense to measure these 3 groups of variables separately in educational settings.

**Vyas (2002)** studied learning style, mental ability, academic performance and other ecological correlates of under graduate adolescent girls with the objective to study the effect of ecological correlates on the academic performance of girls students by taking a sample of 545 adolescent girls and found that most of the girls showed academic attainment of average level; no significant difference in the achievement of girls belonging to arts and
Science group; there was significant difference in the learning style and mental abilities of girls residing in urban and rural area.

**Varma (2003)** examined the type of child rearing practices, personality and academic achievement of advantaged and disadvantaged students with the objective to find out the difference between groups with regard to personality traits, adjustment and academic achievement by taking a sample of 200 Hindu male students and found that students of advantaged and disadvantaged groups did not differ significantly on Cattell’s 14 personality factors, but there was significant difference between both the groups with respect to their academic achievement; negative relationship exists between anxiety and academic achievement; intelligence was a positive predictor variable of academic achievement; feeling of security and adjustment was related to academic achievement.

**Gakhar et al. (2003)** studied creativity, problem solving and personality in relation to scholastic achievement with the objective to study the relationship between academic achievement and problem solving by taking a sample of 545 students of senior secondary school and found that problem solving ability was significant and positively correlated with mathematical achievement.

**Diseth (2003)** compared intelligence and academic achievement of adolescent boys and girls of IX and XI class and found that among students of class XI there was no difference in the academic achievement of intellectually superior and intellectually very superior boys and girls; at other intellectual levels the academic achievement of girls was superior to that of boys. In general the intelligence test scores of boys was higher than those for the girls; in case of boys there was very high correlation between
intelligence test scores and academic achievement whereas in case of girls there was average correlation.

**Gakhar et al. (2004)** studied social stress, locality and Gender as the factors affecting academic achievement with the objective to study how social stress, locality and Gender and their various interaction separately affect the academic achievement and reasoning ability of the students by taking a sample of 769 student of Jammu division and found that rural students as well as male rural students scored high academic scores as compared to their counterpart.

**Mehera (2004)** explores a study on the achievement at secondary level with the objective to assess the students’ achievement in Mathematics, the nature of major learning environment, scientific attitude and attitude towards subject with a sample of 600 students of urban and rural areas of Burdwan district in West Bengal and found no sex wise difference was in achievement of students in Mathematics.

**Bhuvaneswari et al. (2004)** examined the relationship between spatial ability and achievement in Science and Mathematics among high school children by taking a sample of 320 students and found that there was no significant difference in the category of Gender and type of school for achievement; there was a significant relationship between spatial ability and achievement in Science and Mathematics.

**Jahan (2004)** examined personality profile of students of Science, arts and commerce at higher secondary level of education in relation to their academic achievement and found that the overachievers of Science Stream were more reserved, intelligent, emotionally stable, excitable, obedient, sober, conscientious, shy, self assured, self sufficient, controlled and relaxed as compared to underachievers; the overachiever of arts Stream were more warm hearted, intelligent, affected by feelings, undemonstrative, assertive,
enthusiastic, conscientious, zestful, apprehensive and tensed as compared to underachievers; the over achievers of commerce Stream were more reserved, intelligent, affected by feelings, sober, conscientious and self assured as compared to the underachievers.

Panigrahi (2005) studied academic achievement in relation to intelligence and socioeconomic Status of high school students with the objective to examine the influence of intelligence and socioeconomic Status on academic achievement of high school students by taking a sample of 100 students from Bhubaneshwar city of Orissa and found that there was significant and positive correlation between academic achievement and intelligence; high intelligence leads to better academic success; there was no significant difference between boys and girls with respect to academic achievement.

Singh et al. (2007) observed the impact of caste, Gender and habitat on achievement in Mathematics at upper primary school level with the objective to study the impact of caste, Gender and habitat on achievement by taking a sample of 200 students of eighth class and found that boys were better than girls on achievement in Mathematics and students of urban areas were better in achievement than the students of rural areas.

Moulton, Robert. W. had conducted a study on Atkinson's risk-taking model predicts that individuals high in fear of failure and low in need for achievement may react in an atypical manner to success or failure experiences; i.e., they may raise their level of aspiration following failure and lower it after success. An experimental situation was designed to test these predictions and confirmation of this aspect of the model was obtained. Effects of instructions intended to reduce the degree to which these Ss subjectively underestimate probability of success were also examined. Results tentatively suggest that such instructions increase the proportion of low as contrasted to high levels of aspiration in this group.
Leeson et al. (2008) conducted a study on 639 high school students in a 3 year longitudinal study that predicted grades using cognitive ability and three positive thinking variables - self esteem, hope and attribution style and cognitive ability predicted high grades, while self esteem was less consistent predictor of academic performance. The result also suggested that intelligence; Gender and positive thinking play a unique role in predicting academic performance in youth.

Pandey et al. (2008) studied significance of difference between male and female adolescents on academic performance, achievement motivation, intelligence and socio economic Status and found that there was no significant difference between male and female adolescents on the measure of academic performance.

Sridevi et al. (2008) investigated relationship of emotional intelligence, adjustment, self concept and scholastic achievement of higher secondary students and found that there was a positive relationship between emotional intelligence, adjustment, self concept and achievement of higher secondary students

Aruna et al. (2009) studied academic achievement in relation to social phobia and socio economic Status and found that there was no significant difference in the achievement of social studies for the students paired as government and private school; management of school and social phobia were not the factors influencing the achievement in mathematics; significant difference in achievement in social studies was observed for the students paired as boys and girls, rural and urban students, and high and low socio economic Status groups. This indicates that factors like Gender and socio economic Status were the factors influencing the achievement in social studies.
Mohanty (2009) studied social correlates of academic achievement of rural underprivileged primary school girls and found that socio economic Status was a potential social correlate of academic achievement; home environment had positive correlation with academic achievement in case of Low Achievers only; school environment failed to establish any relationship with the achievement level of high and Low Achievers.

Gurubasappa (2009) studied intelligence and self concept as correlates of academic achievement of secondary school students with the objective to find out the relationship between academic achievement with intelligence and self concept by taking a sample of 400 students and found that there was high significant correlation between academic achievement with intelligence and self concept; there was significant difference in the academic achievement of students with different levels of intelligence and self concept; there was significant difference in the academic achievement of students in context of Gender, type of school, medium of instruction, locality and socio economic Status.

Singh (2010) studied mental health in relation to spiritual intelligence, altruism, school environment and academic achievement of senior secondary students and found that male students had significantly higher level of academic achievement than female students.

Mehta (2010) studied personality needs and academic achievement of secondary school students with the objective to find out the relationship between personality needs and academic achievement by taking a sample of 120 students (50 High Achievers, 70 Low Achievers) from five schools by using systematic sampling technique and found that need achievement, need dominance, need nurturance and need endurance were positively and significantly related to students academic achievement while need
succorance, affiliation, abasement and aggression were significantly but negatively related to academic achievement.

**Lal et al. (2010)** studied emotional intelligence of scheduled caste students in relation to academic achievement with the objective to study relationship between emotional intelligence and academic achievement of male and female students of arts and Science Stream by taking a sample of 300 students from Meerut region through cluster random sampling technique and found that the male scheduled caste students having high emotional intelligence and academically superior to their counterpart; there was significant difference between achievement scores of male scheduled caste students of arts and Science Stream having high and low emotional intelligence; there was no significant difference between achievement scores of female scheduled caste students of arts Stream having high and low emotional intelligence.

**Khuffash (2012)** conducted a study on a sample of 275 adolescents in the age group of 18-22 years, studying in Tafila Technical University to determine the significant difference between high and Low Achievers specific to Gender on personality traits. The results indicated that High Achievers were affect to thymic than Low Achievers, high achieving females are more affect to thymic, have highest scholastic capacity than high achieving males and low achieving males as well as females. It is also indicated that High Achievers are more intelligent, bright, emotionally calm, and stable and face reality appropriately than Low Achievers. But no difference was found between high and Low Achievers in excitability.