CHAPTER – II

REVIEW OF LITERATURE

The review of literature in research provides one with the means of getting to the frontiers in a particular field. Borge (1964)

For any worthwhile study in a field of knowledge a research needs adequate familiarity with related studies only then an effective research for specialized knowledge is possible. The research for reference material is time consuming but very fruitful phase of research program. Survey of related literature serves to show what is already available, solves the problem adequately without further investigation and also avoids the risk of duplication. It provides comparative data useful for the interpretation of results and contributes to the general scholarship of the investigator.

The importance of the review of the related literature is expressed in the words by Billy Turney and George Robb as follows “Identification of a problem, development of a research design and the determination of the size and scope of the problems all depend to a great extent on the case and intensity with which a researcher has examined the literature related to the intended research”

Keeping in view the above consideration made a comprehensive survey of the related study of past years was studied. The present review of literature will consider the conceptual phenomena as well as the variables under study to assess empirical clarifications. Any research needs support, verification and clarification by
having thorough critical evaluation of the literature available to the researcher, as much as possible within the literature available to the research investigation.

The present chapter will focus on review of literature related to achievement motivation, emotional intelligence and personality.

2.1. Achievement Motivation

LU Gen-shu, ZHANG Xiao-lei (2008) conducted a survey of college students, on An Empirical Investigation on Achievement Motivation, Self-efficacy and Occupation Value of University Students. He has compared the different gender, professional, urban and rural students in self-efficacy, achievement motivation and occupational values of the difference were studied. Result revealed that men and women college students in self-efficacy, achievement motivation and occupational values were significantly different. male self-efficacy was significantly lower than girls, boys are more likely to succeed in the achievement motivation, while girls tend to avoid failure are more achievement motivation, professional values in boys than girls and the fame factor is more emphasis on the importance of the development, while girls more than boys stressed the importance of protection factors. Science and Engineering students and liberal arts students in self-efficacy, achievement motivation and professional values are also significant differences. Science and engineering students self-efficacy to be significantly lower than the arts students, science and engineering students tend to succeed, and liberal arts students tend to avoid failure, science and engineering students in the choice of career development more emphasis than the arts students, prestige factor of the importance of science
and engineering students than liberal arts students more emphasis on security factors.

R.K. Adsul and Vikas Kamble (2008) investigated the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. An exploratory method of research was employed by adopting 2X3X4 factorial design. The study was based on one hundred and ninety two under graduate students of various colleges from Sangli city of Maharashtra, was selected by random sampling procedure. As per research plan 48 subjects from each caste group i.e. forward castes, other backward castes, Scheduled castes and Nomadic tribes were selected on the basis of male - female ratio was 1:1 , and three levels of economic background of family. Achievement Motivation Test (ACMT) developed by Bhargave was used to collect the data from the sample. ‘t’ test, Duncan’s Multiple Range test and three way ANOVA were calculated for deriving the results. The results show that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward caste students and between male and female students. Forward caste and scheduled caste group students having a high achievement motivation while other backward and nomadic tribes group students having an average level achievement motivation. As well as male students having a high achievement motivation while female students having a below average level of achievement motivation. The most important finding is that the computed F ratio of interaction was found to be not significant which indicates that caste, gender and economic background of family does not jointly affect on achievement motivation of college students.
Nagarathanamma and Rao (2007) designed a study to see the difference between adolescent boys and girls on achievement motivation. They found that there was no significant difference between boys and girls with regard to achievement motivation level.

Beata Žitniaková-Gurgová (2007) performed on the sample of 213 university students, out of whom 102 were women and 111 men. The research method was achievement motivation inventory (AMI), which diagnoses the achievement motive, anxiety hindering achievement and anxiety supporting achievement. The research findings have confirmed assumptions about gender differences in all the measured variables.

Kaushik and Rani (2005) also confirmed the findings that there was no significant gender difference on achievement motivation in students of four educational streams.

Mansari, 1986; Tripathy, (1986) identified psycho-social factors underlying n-ach in their study.

Ahluwalia (1985) found no relationship between sex, age, birth order, economic status, size of family, father's occupation and climate on the one hand and n-ach on the other.

Anand and Dave (1979) reviewed the literature on correlates of achievement over 1972-78. The trend report was organized according to general correlates. SES, personality, curriculum organization, and over- and underachievement. Intelligence, n-ach, parental encouragement, emotional climate and educational facilities in the home were related to academic achievement. Most of the studies on SES and
academic achievement are replications or repetitions, establishing the same functional relationship between SES and achievement as earlier reported in the Survey of Research in Educational Psychology (Buch, 1972). Personality studies identified certain values, motives, and non-cognitive traits influencing achievement. While n-achievement was found to be a prerequisite to high academic achievement, manifest anxiety and extraversion were found to be negatively related to achievement.

**JERATH, J. M. (1979)** find out the relationship between fantasy measures and academic achievement among males and females in his study. The sample consisted of 217 males and 217 females, In the first phase the tools used were: (i) the Adapted Form of The emetic Apperception Test (1958), (ii) the Cattell 16 PF (1962) Questionnaire, (iii) the Cattell Culture Fair Test of Intelligence, (iv) the Chaudhry Value Preference Scale (1959), and (v) academic achievement of students. The findings of the study were: 1. Males scored higher than females on n-achievement.

**Ojha (1973)** reported in his study that family size and social class were curvilinear and negatively related with n-ach.

### 2.2. Personality

**Manju Mehta, Prachi Maheshwari and V.Vineeth kumar (2008)** compared the personality patterns of SC, ST and non–backward higher secondary boys. The prolonged social discrimination has produced an adverse impact on the development of the personality of these downtrodden, which is a severe stumbling block in providing ‘social justice’ and ‘social equality’ to the masses. By making a comparative study, the differences in personality patterns between backward and non-backward classes can be highlighted which will enable us to understand and
eliminate not only the economical but also the educational, social and political backwardness of the society as a whole. For the study, on a sample of 600 rural and urban male students of XI standard from Jaipur district belonging to SC, ST & non-backward classes, the Cattell’s High School Personality Questionnaire (HSPQ), Form A by Kapoor, Srivastava and Srivastava was administered. Results revealed significant differences in personality patterns among SC, ST and non-backward boys. These differences were more prominent in rural areas in comparison to urban areas.

**Poonam Pandey (2003)** found out the relationship between castes and personality factors. It was carried out on a sample of 400 kumauni women from rural and urban area. Two psychological test viz. demographic data schedule, and 16 P F test were administered. The results show that the caste system affects the personality factors of. They are reserved, confident, and conservative and introvert. Backward women are sentimental, depressive, extrovert and venturesome.

**Vansteelandt and VanMechelen (1999)** found that although personality factors play a significant role but our behavior in any given situation is a complex function of both our personality and situational factors in the world around us. This interactionist perspective is in vogue. Society and the culture, to which an individual belongs, always play a major role in shaping the personality.

**R.C. JILOHA & JUGAL KISHORE (1998)** compared the Scheduled Caste (SC) & Scheduled Tribe (ST) students with general students regarding their school and family background, personality profile and personal problems, a stratified systematic sample of 261 medical students was taken who filled up their individual set of
questionnaires consisting of semstructured sociodemographic proforma, Personality Trait Inventory (PTI) and Students Personal Problems Index. Statistically significant differences were observed when schooling, family income, parents education and occupation and academic performance of general, SC and ST students were compared. Although no statistical differences on personality trait were observed, on activity and cyclothymic personality trait SC and ST students scored less, whereas, they scored more on depressive tendency, emotional instability and social desirability personality traits.

Jiloha and Kishore (1998) found in their study that SC and ST students are high on depressive tendency, emotional instability and low on social desirability traits.

In study of Feingold, Alan (1994) Four meta-analyses were conducted to examine gender differences in personality in the literature (1958-1992) and in normative data for well-known personality inventories (1940-1992). Males were found to be more assertive and had slightly higher self-esteem than females. Females were higher than males in extraversion, anxiety, trust, and, especially, tender-mindedness (e.g., nurturance). There were no noteworthy sex differences in social anxiety, impulsiveness, activity, ideas (e.g., reflectiveness), locus of control, and orderliness. Gender differences in personality traits were generally constant across ages, years of data collection, educational levels, and nations.

Lal (1985) analysed the adjustment problems of SC students with reference to certain personality variables. Methodologically the study was valid enough to make the conclusions acceptable. The results confirmed the superiority of general category students over SC students in regard to personality factors, intelligence, ego strength,
and group-adherence vs. self-sufficiency. The differences were also established within the rural background.

Gender differences in personality have been subjected to only limited meta-analytic scrutiny. Meta-analysts (Agly & Steffen, 1986; Hyde, 1984) have examined the findings of sex differences in aggression and confirmed Maccoby and Jacklin's (1974) conclusion of greater male aggressiveness. Meta-analysis has also found that females score higher than males on ego development but that the advantage fades with age (Cohn, 1991), which suggests that the sex difference may be a result of earlier female maturation in ego development. With the exception of Hyde's meta-analysis, findings of sex differences in personality from research conducted in the 1960s and early 1970s (i.e., the general period reviewed by Maccoby and Jacklin, 1974) have not been examined quantitatively.

BARINDER, M., (1985) find out the general anxiety level of Delhi students so as to make out how it was affected by environmental factors and extraversion and introversion, (ii) to determine the test-anxiety level of Delhi students and find out how it was affected by environmental factors, general anxiety and extraversion and introversion, (iii) to develop a Test Anxiety Inventory suitable and useful for the Indian situation, and (v) to study the pattern of anxiety in boys and girls. The sample of the study consisted of 200 college-going students (100 boys and 100 girls) of Delhi University in the age group of 20-25. The subjects were selected randomly, irrespective of the course they were pursuing and discipline they belonged to. The tools used for collecting data were: (i) The Dutt Personality Inventory, (ii) The Socio-Economic Status Scale, (iii) The Self Prepared Test Anxiety Inventory, (iv) The Maudsley Personality Inventory. The data were analysed with the help of
ANOVA supplemented by the t-test. The findings of the study were: 1. Sex was significantly related to anxiety, both general and test anxiety. 2. Girls exhibited more general anxiety, as well as test anxiety, than the boys. 3. There was a positive relationship between general anxiety and test anxiety. 4. Socioeconomic status did not play any role in the case of boys, neither on their general anxiety nor on their test anxiety. There was significant difference in general anxiety of very high socioeconomic status girls and high socioeconomic status girls and also between very high socioeconomic status girls and average socioeconomic status girls. Test anxiety was also seen to be affected by socioeconomic status in case of girls (only in case of very high. socioeconomic status and average socioeconomic status. The lower the socioeconomic status of girls, the higher was their test anxiety. 5. The interactive effects of socioeconomic status and extraversion were again not found in the case of boys, neither in general anxiety nor in test anxiety. In case of girls, the interactive effect was observed at average socioeconomic status level. There was no significant difference between very high socioeconomic status extravert girls and very high socioeconomic status introvert girls and between high socio-economic status extravert girls and high socioeconomic status introvert girls. 6. There was a significant difference between average socioeconomic status extravert girls and average socioeconomic status introvert girls on general anxiety. On test anxiety, there was no significant difference between high socioeconomic status extravert girls and very high socioeconomic status introvert girls. 7. There was a significant relationship between general anxiety and test anxiety of boys. 8. There was a significant relationship between general anxiety and test anxiety of girls.
**Deshpande (1984)** found that tribal students were more emotionally stable than non-tribal students.

**Hall (1984)** conducted a meta-analysis of findings from later (1975-1983) research by retrieving studies from four journals (Journal of Personality, Journal of Personality and Social Psychology, Journal of Personality Assessment, and Sex Roles) and quantitatively combining sex differences for several personality dimensions, including traits examined narratively by Maccoby and Jacklin. Hall found that there was essentially no sex difference in either self-esteem or assertiveness but that females were more anxious and less internally controlled than males, although the effect sizes were small for both of these gender differences.

**GUPTA, P.L (1983)** identified the personality factors of ninth grade boys and girls in which there was a significant interaction between over- and under-achievement and achievement motivation, (ii) to identify the personality factors of ninth grade boys and girls in which over-achievers differed from underachievers, (iii) to identify the personality factors of ninth class boys and girls in which three levels of achievement motivation showed significant differences, (iv) to identify the personality factors of ninth grade boys and girls which showed main effects neither of over- and under-achievement, nor of achievement motivation, nor of the interaction between the two, and (v) to identify the personality factors of over- and underachievers, of high motivated, average motivated and low motivated groups. A sample of 310 ninth class boys and 312 ninth class girls was chosen randomly from four high schools of Patiala. They were administered the following tools: (i) the Tandon Group Test of Intelligence; (ii) the adapted version of Cattell HSPQ (Form B); (iii) the Achievement Motivation Inventory. Along with these tools the marks
obtained by these students in the eighth class public examination were taken as criterion scores to identify them as high or low achievers. The data were analysed with the help of unweighted means analysis. The findings of the study were: 1. The group of low motivated over-achieving boys was found to be more vigorous and zestful than the group of low motivated under-achieving boys. Among the under-achieving boys, the low motivated group was found to be least vigorous and zestful. 2. The high motivated underachieving girls were more submissive and less tense than high motivated over-achieving girls. But low motivated under-achieving girls were less submissive and more tense than the low motivated over-achieving girls. 3. Over-achieving boys were less expedient and less shy and had less undisciplined self-conflict than the under-achieving boys. 4. Over-achieving girls were less affected by feelings and more emotionally stable, less shy and more vigorous and zestful and had less undisciplined self-conflict than the under-achieving girls. 5. Among boys, the high motivated group and average motivated group were found to be more sober, less happy-go-lucky, and had less undisciplined self-conflict than the low motivated group. 6. Among girls, the high motivated group was more intelligent and less expedient than the low motivated and average motivated groups, and was less shy and had less undisciplined self-conflict than the low motivated group. The high motivated group did not differ significantly from the average motivated group in shyness and undisciplined self-conflict. 7. The average motivated boys did not differ from low motivated boys in scholastic ability, expediency, shyness and undisciplined self-conflict. 8. Neither the two levels of achievement nor the three levels of achievement motivation differed significantly on personality factors-A, B, C, E O and Q3 for boys, and A, D, F, I, O and Q 3, for girls. Interactional effect was also not found in these personality factors. 9. Over-achieving boys differed from
underachieving girls in G, H and Q3 and over-achieving girls differed from under-achieving girls in C, H, J and Q3 personality traits. 10. There was significant interaction in academic achievement and achievement motivation both in the case of boys as well as girls in the case of personality factor.

**DUBEY, S.N (1982)** investigated the ways in which adolescents and young adults of Scheduled Castes (SC) reacted in a frustrating situation, (ii) to know the pattern of hierarchy of reactions to frustration between two age groups, (iii) to study the personality and need correlates and differentials of extreme reactions to frustration, and (iv) to know the factorial structure of reactions to frustration in relation to personality and need variables among the SC subjects. The research was a correlational field study and used the extreme group analysis method. The sample of the study, selected from Government Higher Secondary Schools (for adolescents) and the M.B.N. Engineering College, Jodhpur (for young adults), consisted of 144 SC male adolescents and 158 SC male young adults, and two matched groups of the same sex, age, education, school and economic status consisting of 156 non-SC adolescents and 150 non-SC young adults. The tools of the study were: 1. the Indian adaptation of Rosensweig Picture- Frustration Study (Adult Form by Pareek, Devi, and Rosensweig (1968) (2) the Indian adaptation of Edward's Personal Preference Schedule (EPPS), standardized by Tripathi (1973) (TPPS), 3. the Indian adaptation of the Cattell's 16 Personality Factor Questionnaire (16 PF, Form A), standardized by Kapoor (1962), and 4. the Indian adaptation of Cattell's High School Personality Questionnaire (HSPQ, Form A) standardized by Kapoor and Mehrotra (1967). The collected data were tabulated and analysed by computing critical ratio, product-moment correlation coefficients, and factor analysis. The findings of the study were:
1. The relationships between personality factors, need patterns, and reactions to frustration varied with age and caste. The degree of relationship, though significant, was found to be high. 2. Among the SC subjects there were some incompatible types of needs which correlated significantly with reactions to frustration, e.g. n-ach positively and n-end negatively correlated with ED reactions among SC young adults. 3. The non-SC subjects had come up with some strange personality and need correlates of reactions to frustration. They seemed to perceive their circumstances as hopeless. 4. Among the young adults (SC and non-SC) n-ach was negatively correlated with the need-persistence ‘type’ of reactions. 5. The ED and EA reactions to frustration were predominant among adolescents and young adults. 6. Among the adolescents (SC and non-SC) more meaningful relationships had developed of personality and need variables with reactions to frustration, while at young adulthood some strange relationships were obtained. 7. As revealed by the factorial structure across all the five groups (four major groups, and SC and non-SC young adults as a whole) there was a cluster of co variability among the five reactions, viz., positive loadings of NP, IA and MA, and negative loadings on EA and ED. They had emerged separately also along with some need and personality variables. 8. No single reaction pattern (with positive or negative loadings) had on the whole emerged without the company of other reactions to frustration. It was also revealed that reactions to frustration were interdependent, interactive, and reciprocal in operation.

**Krishna (1981)** conducted a study on risk taking and adolescent personality. Two hundred adolescent (100 males and 100 females) of the XI standard from six high schools in Bihar were administered the choice dilemma questionnaire, eysenk
personality inventory, security-insecurity inventory. Comprehensive test of anxiety and Gordon personal profile. The findings revealed that sex contributed significantly to variation in risk taking scores. Riskiness for males, exhibited significant positive relationship with extroversion, ascendancy and responsibility dimensions. While, for females if showed significant negative association with personality.

Agarwal (1975) found in his study that SC students have more external locus of control (believing in systems, luck and chance for its accomplishments) than non-scheduled caste group. Effect of caste on Intelligence has always remained a matter of controversy with studies conducted, both in support and against.

Maccoby and Jacklin's (1974) studied on sex differences in cognition, temperament, and social behavior. Maccoby and Jacklin used the formerly popular narrative method of review: Studies were grouped by area, the significance or nonsignificance of each sex difference was noted by study, and conclusions were drawn subjectively from both the number and the consistency of significant gender differences. Maccoby and Jacklin's review of temperamental gender differences—which mixed studies that used personality inventories with studies that measured behaviors thought to reflect personality traits—found males to be more assertive (dominant), more aggressive, and less anxious than females. No sex difference was found for self-esteem. Gender differences in locus of control were concluded to vary by age, with a gender difference (greater male internality) emerging only in the college years.

Erich Fromm (1955) emphasized the role that society plays in structuring, shaping and limiting personality after his study on personality differences among students.
Adler (1934) postulated that human society is crucial not simply for the development of individual personality but also for the orientation of all behavior and emotions in a person’s life. He further observed that there is an urge in human nature to adopt oneself to the conditions of the social environment.

2.3. Emotional Intelligence

Madhavi S. Waddar and Vijayalaxmi A. Aminabhavi (2010) investigated whether PG student staying at home and hostel do differ significantly from each other in some of the important personality variables such as self-efficacy and emotional intelligence. They also explored the effect of various demographic variables such as age, gender, order of birth, and caste on their self-efficacy and emotional intelligence. The study was conducted on a sample of 200 PG students, out of which 100 students staying at home and 100 PG students staying at hostel. Both groups (consisting of 50 female and 50 male students) are selected from different Department of Karanatak University Dharwad. General Self-Efficacy Scale (GSE) by Jerusalem and Schwarzer and Self-Rated Emotional Intelligence Scale by Brackett and Rivers were used to collect the data. The data were analyzed and the results revealed that PG students staying at home have significantly higher self-efficacy and overall emotional intelligence compared to hostilities. An incidental analysis also revealed that demographic variables such as age, gender, order of birth, and caste have significantly contributed to the self-efficacy and emotional intelligence of PG students staying at home and hostel.

Shobha Nandwana and Kushagra Joshi (2010) conducted the study on 60 tribal adolescents (30 boys and 30 girls) of 16-18 years studying in senior secondary
school of purposively selected “Tidi” village of Udaipur. The level of emotional intelligence of the tribal adolescents was assessed by administering a standardized emotional intelligence inventory - MEII (2004) by S.K.Mangal and Shubhra Mangal. Percentages were calculated to draw inferences and t-test was applied to assess the impact of gender on emotional intelligence of tribal adolescents. Result revealed that gender is significant on emotional intelligence.

**R. Kaur and S. Jaswal (2005)** conducted study on 200 female adolescents (17–18 years), studying in schools affiliated to CBSE of Ludhiana city, Punjab. The socio-economic status (SES) of the respondents was assessed by administering a standardized socio-economic-scale – urban by Shrivastava (1991) and MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test, 2000) was used to assess strategic emotional intelligence. Family climate of respondents was assessed by using family climate scale by Shah (1990). Significant and positive relationship was found between high performers for strategic emotional intelligence and family climate. Negative correlation was observed for six dimensions of family climate among competent level of strategic emotional intelligence whereas eight dimensions of family climate were found to be negatively correlated with consider developing level of strategic emotional intelligence.

**Vinod Kumar Shanwal (2003)** examined the differences in Emotional Intelligence in different eco-cultural groups, to study the relationship between Emotional Intelligence and academic achievement, social performance and attentive abilities. The final objective of the study was to nurture Emotional Intelligence in a selected group of children. Consisted of 200 children studying in the 4th standard of the Municipal Corporation of Delhi (MCD) schools. The study was conducted in three
phases. In first phase, the original electronic English version of MEIS, developed by Mayer & Salovey (1997) was adapted into a paper pencil Hindi version. During the second phase, Emotional Intelligence of these children was assessed, analyzed and correlated with the social performance, attentive abilities and academic achievement. In the third phase, nurturance tools were devised and applied on a selected group of 25 children. Result revealed that All the four components of Emotional Intelligence, namely Identification, Assimilation, Understanding and Regulation of emotions correlate with each other and the overall Emotional Intelligence score. The present study points toward a possibility of two factor structure of Emotional Intelligence. The first factor components show correlation with socio-cultural and environmental variables. The second factor components show association with variables indirectly representing general intelligence, like, academic achievement. Among the different eco-cultural groups, rural children have higher Emotional Intelligence and rural boys have highest Emotional Intelligence scores, while urban boys are poorest among all the children. Girls, have higher Emotional intelligence in comparison to boys, rural girls are better at understanding and regulating emotions while urban girls are best at identification of emotions. Better regulators of emotions were also good at academics. Emotional Intelligence did not show any relationship with social performance or deftness and attentive abilities. The study delineates that nurturing Emotional Intelligence has definitive positive influence on the overall Emotional Intelligence of the child. The positive influence of nurturance is not only component specific but also shows spill over effect on the other Emotional Intelligence factors. Socio-cultural factors have definitive influence on the degree of Emotional Intelligence. The environmental influence is visible in rural and urban population among the different components of Emotional Intelligence also. Girls have higher
Emotional Intelligence than the boys. Two factors constituting Emotional Intelligence correlate differentially, with variables, which are innate, and the one’s which are environmental. Emotional Intelligence seems to be independent of the social performance and attentional abilities of children. Finally, Emotional Intelligence can be nurtured by easy to develop methods and learning on one component of Emotional Intelligence may help in enhancing capacities on other components.

Aleem and Sheema [2005] have found that there is a significant difference between the mean scores of male and female students on emotional stability. Female students are less emotionally stable compared to male students.

Stephen [2002] conducted a study related to neuroticism and emotional maturity among college female students and found that the individuals who scored higher neuroticism are having a low level of emotional maturity.

Arya [1984] has found that boys and girls of superior intelligence have better emotional maturity. Superior intelligence boys do well on the emotional maturity than girls of superior intelligence. Residence (urban, semi-urban and rural) does not link with emotional maturity.