CHAPTER II

REVIEW OF LITERATURE

Review of the literature is a very important aspect of research work. It provides not only information but the status of knowledge in the area one intends to study but also points out deficiencies in available research works and provides direction for the design one may eventually use in conducting his research work.

**FATMI, S.M.B. (1989)** To examine achievement related to motivation tribal and non-tribal study. The main aims of the research were: 1. To study the achievement related motivation among tribal & non-tribal students; 2. to examine the impact of certain personal, family and social factors on these motivations. Eight Hypotheses were examined.

The major conclusions were; 1) Racial background, sex, religious background and caste status influenced achievement related motivation. Non-tribal girls, caste Hindus and forward and backward caste groups were high on achievement related motivation; 2) The area of residence and socio-economic status were important determinants of achievements related motivation. Rural non-tribal, urban tribal, high & Middle SES groups were high on achievement related motivation; 3) Family type had little to do & ordinal position had almost nothing to do with achievement-related motivation and 4) The achievement motivation of a person had a significantly positive co-relation with other achievement related Motivations.
Meece, Judith L; Winfield Allana Eccles, Jacque Lynne S. (1990) Researcher used structural modelling procedure to assess the influence of past math grades, math ability perceptions, performances expectancies, and value perceptions on the level of math anxiety reported in a sample of 7th through 9th grade students (N = 250). A second set an analyses examined the relative influence of these performance, self-perception, and effect variables on student’s subsequent grades and course enrolment intentions in mathematics. The findings indicated that math anxiety was most directly related to student’s math ability perceptions, performance expectances; and value perceptions. Student’s performance expectancies predicated subsequent math grades whereas their value perceptions predicated course enrolment intentions. Math anxiety did not have significant direct effect on their grades on intentions. The findings also suggested that the patterns of relation are similar for boys and girls. The I results are discussed in relations to expectancy. Value and self-efficacy to Achievement.

Bernstein, Boris, (1990) focuses on females experiences of their own bodies, the unique anxiety that arise from the nature of the female genitals, and the role of the female body in female development. There are three anxieties (access, Penetration, diffusivity) that present dangers to the body integrity of girls; these anxieties are comparable to boy's experience of castration anxiety. Attempts to master these anxieties include externalization, concretization, regression, and (most unique to girls) greater reliance on others. This interpretation of the female genital experience provides a psychoanalytic framework for the object embeddedness that has long been observed as part of the feminine character.
Godwin A Ugal (1990) made a study on "sex differences in achievement motivation among Indian and Nigerian University students." This study was carried out to examine the sex difference among 500 Indian and Nigerian University students. Results revealed that the males had higher achievement scores than the females in both the cultures. The findings also show that Nigerian female students had higher achievement score than their Indian female counterparts. Results were discussed in the light of cultural and socialization differences.

Kaur Jagbir, (1997) conducted a study on “Need achievement of 10th class students with respect to sex and residence." She took sample of 200 students 100 boys (50 Urban and 50 rural) and 100 girls (50 Urban and 50 rural) Punjabi version of Mehata's Achievement Inventory Data Analysis, t-radio analysis of variance analysis of variance revealed a highly significant differences in n Achievements between boys and girls (F=7.4 P < 01) F was not significant between urban students rural students.

Baker, L., Scher, D. & Mackler, K. (1997) reviews the growing literature on home and family influences on children's motivations for reading. Children whose early encounters with literacy are enjoyable are more likely to develop a predisposition to read frequently and broadly in subsequent years. Young children's self-initiated interactions with print at home are important behavioural indexes of emerging motivations for reading. Shared storybook reading plays an important role in promoting reading motivations; when the socio emotional climate is positive, children are more interested in reading and more likely to view it as enjoyable.
The beliefs held by children's parents about the purposes of reading and how children learn to read relate to children's motivations for reading. Parents who believe that reading is a source of entertainment have children with more positive views about reading than do parents who emphasize the skills aspect of reading development. These findings have important implications for offering guidance to parents and for the development of family literacy intervention programs.

**Shaw, Singh and Pathak (1997)** studied Anxiety and personality level of Marathon runners. The 21 Marathons were clubbed under two groups comprising of successful athletes, and unsuccessful athletes. Successful athletes were those who obtained position under first ten and successful athletes were those who obtained position above ten. Successful athletes were nine and successful athletes were twelve. The average of successful athletes was 33 years and unsuccessful athlete it was 29.6 years. The subjects were administered Eysenck personality Inventory and competitive Anxiety Inventory. The result revealed that there was no statistically significant difference between Anxiety and personality of successful and unsuccessful Marathon runners.

**Singh Ritus Thind, Sudha Chhikara (1998)** studied "Parental Opinion regarding change in status of girl child" The present research work we as undertaken with the objective who study the parental beliefs regarding the change in status of girl child. The sample comprised of 120 mothers who have daughters only whose youngest daughter was in the adolescent age. The result revealed that parents perceived to be discriminatory with their daughters mainly due to the social reasons. They feel insecure about the safety of girls do to fear of miss happening and curb their social freedom. Further study reveals that mother accept
the change in matters such as share in family property and higher education selection of life partners independently etc. The respondents were also interested in more preferred profession like medical, teaching, engineering, architecture etc. for their daughters.

**Ntoumans and Jones (1998)** investigate differences in the cognitive labelling of competitive anxiety symptoms generally experienced prior to an important competition as a function of locus of control beliefs. 83 university and country sport performers (age 18.36) including 45 males and 08 females responded to the modified competitive Trait Anxiety Inventory -2 (G. Jones and A.B. Swain 1995) which measures the intensity of pre-competition anxiety symptoms generally experienced, as well as how they are generally interpreted on a debilitating facilitative continuum. The performers also responded to the internal - external locus of control scale. Results show that although there were no significant differences between those having an internal, and those having an external locus of control, on the intensity of their cognitive and somatic anxiety symptoms, the internal viewed their trait anxiety as significantly more facilitative and less debilitating than the external. Discriminate function analysis corroborated these finding by showing that the best predictors for distinguishing between the 2 locus of control groups were the direction scores for cognitive and somatic trait anxiety.

**Aarnoutse, C. & Van Leeuwe, J. (1998)** Determine in the longitudinal study was to the degree to which reading comprehension, vocabulary, reading pleasure, and reading frequency later in life can be predicted by earlier measures of the same variables; and (b) the degree to which path models and common-factor models explain the co relational
structure of the development of these four aspects of reading. During five years, a cohort of 363 primary school children was followed. A variety of tests for the four aspects of reading was administered in grades 2 through 6. To answer the first question the quasi-simplex model from Guttman and Joreskog was used. To answer the second question a path model and the 'multi-wave, multi-variable' model from Joreskog and Sorbom was employed. It appeared that the scores for reading comprehension, vocabulary, reading pleasure, and reading frequency measured at a particular point in time could be predicted quite well by measures of the same variables at the preceding point in time. The precision of the prediction for reading comprehension and vocabulary was found to be better than for reading pleasure and reading frequency.

Further, a shared common factor did not appear to underlie the development of reading comprehension, vocabulary, reading pleasure and reading frequency.

Just as the development of reading comprehension and vocabulary appears to have a common source, the development of reading pleasure and reading frequency also appears to have a common source. Reading pleasure and reading frequency run rather autonomously with respect to reading comprehension and vocabulary.

Davies, J. & Bremer, I. (1999) in their eight-year cross-sectional study measured the self-esteem, reading and mathematical attainments of eight cohorts of Year 2 and Year 6 children over the period of the introduction of the National Curriculum and assessment procedures into primary schools (the first cohort was pre-national curriculum: the others were post-national curriculum).
All Year 2 (N=1513) and Year 6 children (N=1488) in five randomly selected primary schools within one Local Education Authority (LEA) comprised the sample to which the Lawseq questionnaire (Lawrence, 1982), Mathematics 7 or 11 (National Foundation for Educational Research, 1985, 1987a) and The Primary Reading Test Level 1 or 2 (France, 1981) was administered. Self-esteem means for Year 2 shows a downward trend in the first 4 years of the study followed by an upward trend in the second half of the study with the mean of Cohort 8 being slightly below that of Cohort 1.

Self-esteem means for Year 6 fluctuated for the first 5 years followed by a steady rise until the mean for Cohort 8 is 2.17 above that of Cohort 1. An analysis of variance showed there were significant differences between both years groups with cohorts focused around the introduction of the national tests having significantly different scores than other cohorts (Year 2 significantly lower; Year 6 significantly higher). Overall, there were significant positive correlations between the children's self-esteem and all their attainment scores.

When the correlation coefficients were computed separately for the pre-and post-national test groups differences emerged. There were no significant correlations for the Year 2 pre-national test cohorts but for the post-national test groups all the correlations were significant. For Year 6 all correlations were significant. Discussion centres on the possible link between national testing and self-esteem.

**Baker, L. & Wigfield, A. (1999)** designed a study to assess dimensions of reading motivation and examine how these dimensions related to students' reading activity and achievement.
A heterogeneous urban sample of fifth- and sixth-grade children completed the Motivation for Reading Questionnaire (MRQ; Wigfield & Guthrie, 1997), a questionnaire designed to assess 11 possible dimensions of reading motivation, including self-efficacy, several types of intrinsic and extrinsic reading motives, social aspects of reading, and the desire to avoid reading. The students also completed several different measures of reading activity and reading achievement. Confirmatory factor analyses demonstrated that the proposed dimensions of children's reading motivation could be identified and measured reliably. Scales based on the different dimensions related positively to one another and negatively to the desire to avoid reading. Mean scale scores on most of the dimensions differed by gender and ethnicity, with girls and African Americans reporting stronger motivation. Mean scale scores on most of the dimensions were similar for fifth and sixth-grade students and for low and middle income students. All of the scales related to children's reports of their reading activity and several to their reading achievement. The strength of the relations between reading motivation and reading achievement was greater for girls and for white students. Cluster analyses revealed seven distinct groupings of children based on their motivational profiles that were related to reading activity and, to a lesser extent, to reading achievement. The study demonstrates that reading motivation is multidimensional and should be regarded as such in research and in practice.

Mazzoni S.A., Gambrell L. B., Korkeamaki R.L. (1999) examines changes in first- and second-graders' reading motivation across the course of a school year in two countries, the United States and Finland, in order to explore possible developmental patterns in early reading motivation that operate universally across cultural contexts. The
most significant finding was that in both countries, first-graders' reading motivation increased significantly across the course of the school year while second-graders' reading motivation did not. This finding is particularly interesting since children begin elementary school at age 6 in the United States and age 7 in Finland. Thus, gains in reading motivation occurred during the first year of schooling for both countries, regardless of age and cultural differences. This finding sheds new light on the relationship between the initial acquisition of reading skills and reading motivation in that learning to read during the first year of school, in itself, may be a powerful motivator.

**Yair, G. (2000)** Reported that over the past decade, several US school and instructional reforms have sought ways to counter trends of mediocrity in education. These reforms are grounded in structural motivation theories which postulate that students' learning experiences are optimised when instruction is authentic, challenging, demands skills, and allows for student autonomy. This study set out to investigate empirically the effects of these four structural characteristics of instruction on students' learning experiences, Using a unique methodological design, the current investigation measures students' learning experiences with a confirmatory factor analysis. The four factors which emerged are next predicted with a series of structural variables. The results I show that high quality learning experiences are indeed authentic, allow choice, and demand student skills. Boring and alienated experiences are produced when these instructional characteristics are absent. The findings suggest that the structures of instruction that disaffect students are overwhelmingly represented in students' daily school life; those that spark their hearts are not frequent enough to motivate students. They also imply that students do not have a general
tendency to be emotionally depressed in school; rather, they perceive their experiences to be highly influenced by specific structural characteristics of instruction.

**Damina Choudhary (2000)** This study has been limited only to the tribal sub plan area of Rajasthan. The Districts to which the study is limited are Bansware, Dungapur, Siroh, Chittorgarh and Udaipur, only five scheduled Tribe casters have been selected for study. This study also limited to girls studying in class IX of various schools in the above mentioned districts.

This study has also been limited to 1,000 students. 500 tribal and 500 non-trial girls of class IX. The study has been limited to two predictors of achievements, namely frustration and aspiration level which have been taken up us determining factors or achievement of tribal and non tribal students.

The major findings were:
1) There is significant positive relationship between resignation and academic achievement of students of law level of aspiration.
2) Frustration and its various modes do not influence academic achievement of tribal and non-tribal students of average level of aspiration.
3) Frustration and its various modes do not influence academic and non-academic achievement significantly but the association of resignation and non-academic achievement appears to be relatively more pronounced.
4) Frustration along with its four modes influences. The achievement of tribal and non-tribal students of high level of aspiration.

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5) There exists a significant difference in the academic achievement of tribal and non-tribal female students. Non-tribal females students are better in their academic achievement as compared to the tribal female students.

6) There exists a very significant difference in the non-academic achievement of tribal and non-tribal female students. Tribal girls are weaker in their non-academic achievement as compared to their counterparts, non-tribal girls,

7) There is not much significant positive correlation between the level of aspiration and academic achievement of the tribal, non-tribal and total female students,

8) There does not exist positive relationship between the level of aspiration and non-academic achievement of the tribal non-tribal and total girls.

9) The tribal girls to not significantly differ from their most tribal counterparts. There exists no significant difference between the tribal and non-tribal girls of low level. Of aspiration as regard their academic and non-academic achievement.

1. There exists significant difference in the academic and non-academic and non-academic achievement of tribal and non-tribal girls having average level of aspiration.

2. Non-tribal girls of above average level of aspiration greatly differ from the tribal girls in matter of achievement academic and non-academic.

3. There exists a significant difference in the academic and non-academic achievement of tribal and non-tribal female students of high level of aspiration.
Cox, K.E. and Guthrie, J.T. (2001) Explained that the amount that students read for enjoyment and for school is a major contributor to students' reading achievement and knowledge of the world. Consequently, it is important to identify the factors that predict amount of reading. A literature review revealed that motivation, strategy-use and past reading achievement all may be expected to predict reading amount. To examine these variables, a total of 251 students in Grades 3 and 5 were administered questionnaires of these constructs and a reading test. Results showed that amount of reading for enjoyment was predicted most highly are motivation, when all other variables were controlled statistically in multiple-regression analyses. In contrast, amount of reading for school was predicted most highly be strategy use, when all other variables were controlled. However, these predictions were different for students in Grades 3 and 5. Findings of the study indicate that amount of reading is multiply determined by cognitive and motivational constructs, which is consistent with an engagement perspective on reading development.

Nolen, S. B. (2001) Ethnographic study explores kindergarten children's emergent motivation to read and write, its relation to their developing concepts of reading and writing (Guice & Johnston, 1994; Johnston, 1997; Turner, 1995), and to their teachers instructional goals and classroom norms. Teachers and students together constructed legitimate literate activity in their classrooms, and this construction framed the motivation of students who were at risk for developing learning disabilities in reading and writing. Specifically, the kinds of reading and writing activity that were sanctioned in each class and the role of student-student collaboration coloured students' views of the purposes of literacy and their own ability to learn. Findings extend our
understanding of how young children's literacy motivation influences, and is influenced by, their classroom literacy culture. Implications for early literacy instruction for children with learning disabilities, and for their continuing motivation to read and write, are discussed.

Ivey, G. & Broaddus, K. (2001) Discussed that middle school students are often characterized as disinterested readers (McKenna, Kear & Ellsworth, 1995), yet studies of adolescent reading typically do not feature students' voices about classroom practices (Alvermann, 1998). This study used students as primary informants about what motivates them to read in their middle school classrooms. We surveyed 1,765 sixth-grade students in reading/language arts classrooms in 23 diverse schools in the mid-Atlantic and north eastern United States. Students described how classroom environments motivated their reading through open-ended responses, short answers and checklist items. To obtain richer data about positive instructional environments, we conducted follow-up interviews with 31 students in 3 classrooms in which students reported high engagement with reading. Using qualitative methodology, we conducted a content analysis of the survey responses and compared these findings with the interview data. We identified several overall findings about positive features of instruction. First, students valued independent reading and the teacher reading out loud as part of instructional time. Second, when asked what they liked most about time spent in class, students focused more on the act of reading itself or personal reasons for reading rather than on social aspects or activities related to reading. Third, when students were asked what motivated them to read at school, they emphasized quality and diversity of reading materials rather than classroom setting or other people.
When considering how middle school classrooms measure up, issues emerged about access to reading materials at school. These findings raise questions about the range of materials used for middle school reading/language arts instruction and the place and purpose of student independent reading.

**McQuillan J.; Au J. (2001)** studies on reading motivation have found that access to reading materials has an important influence on the amount students choose to read. There are few studies, however, that have examined print access in a comprehensive way to include home, school, and community resources. In this study, surveys and reading tests were administered to a class of eleventh-grade students \((N = 24)\). Consistent with previous research, convenient access to reading material, regardless of a student's reading ability, was associated with more frequent reading. In addition, more voluntary or "free" reading was associated with higher levels of reading proficiency. Implications for providing students with easier access to reading materials are discussed.

**Sonnenschein, S. & Munsterman, K. (2002)** in order to understand the impact of home-based reading practices on young children's literacy development, we need to consider both the types of comments made while reading as well as the affective quality of the reading interaction. Five-year-olds, during the summer prior to kindergarten, were observed reading both a familiar and an unfamiliar book with a member of their family, usually a parent but in one-third of the cases, an older sibling. Children came from either African-American or European-American families. Most of the children (about 83%) came from low income families.
Both the nature of comments made about each book and the affective quality of the interactions were coded. Parents at so were interviewed about the frequency with which their children engaged in reading activities at home. Children's phonological awareness, orientation toward print, and story comprehension were assessed during the spring of kindergarten; their motivations for reading were assessed at the start of first grade. Comments about the content of the storybook were the most common type of utterance during reading interactions. Reported reading frequency was the only significant correlate of children's early literacy-related skills. In contrast, the affective quality of the reading interaction was the most powerful predictor of children's motivations for reading. These results emphasize the importance of the affective quality of reading interactions for fostering children's interest in literacy!"

**Baker, L. & Scher, D. (2002)** Conducted a study on sixty-five 6-year-olds (first graders) from different socio-cultural backgrounds and their mothers participated in a study examining children's motivation for reading in relation to parental beliefs and home literacy experiences. Each child completed an individually administered Motivation for Reading Scale that assessed several theoretical dimensions of reading motivation, including enjoyment/interest in reading, perceived competence as a reader, and sense of the value of reading. Parents were interviewed regarding their beliefs about reasons for reading, their beliefs about their child's interest in learning to read, and their ratings of the frequency of their child's experiences with printed materials. Results revealed that the beginning readers had generally positive views about reading and that no differences in motivation were associated with income level, ethnicity, or gender.
Empirical support was provided for the distinctness of the dimensions of value, enjoyment, and perceived competence. Parental identification of pleasure as a reason for reading predicted children's motivation for reading, as did parents' reports that their child took an active interest in learning to read. Children's motivation for reading was not associated with frequency of storybook reading or library visits, but frequent use of basic skills books (ABC books) was negatively associated with motivation. The study demonstrated the importance of looking beyond quantitative indices of home literacy experiences in accounting for the development of motivation for reading; parents who believe that reading is pleasurable convey a perspective that is appropriated by their children, either directly through their words or indirectly through the nature of the literacy experiences they provide.

Alves-Martins, M., Peixoto, F., Gouveia-Pereira, M., et al. (2002) Said that the main purpose of this research is to analyse what strategies are pursued in order to protect self-esteem when it is threatened by a negative self-evaluation of school competence. Participants were 838 secondary-school students from the seventh to the ninth grades. Data were collected using Harter's Self-Perception Profile for Adolescents, together with a Scale of Attitudes towards School. Our results show that there are significant differences between the self-esteem enjoyed by successful and unsuccessful students in the seventh grade; such differences disappear in the eight and ninth grades. They also reveal success-related differences in domain-specific self-evaluation. We also found that students with low levels of academic achievement attribute less importance to school-related areas and reveal less favourable attitudes towards school.
We discuss these results in terms of Harter's self-esteem model and Robinson and Tayler's self-esteem protection model.

Poskiparta, E., Niemi, P., Lepola, J., Ahtola, A. & Laine, P. (2003) explained that although the relationship between motivation and learning problems has been studied in older children, little is known about how these factors interact during the first years of schooling or even earlier.

To compare the development of motivational-emotional profiles from preschool to grade 2 between groups classified as poor readers, good decoders and good readers in grade 2. To study the possibility that diverging motivational-emotional paths occur concomitantly with school experience.

Sample: A total of 127 children were followed longitudinally from preschool up to the second grade. In preschool, their mean age was 6 years 8 months.

Two different methods tapping motivational-emotional vulnerability were used. Firstly, researchers at preschool age and classroom teachers in grades 1 and 2 rated children's task, ego-defensive and social dependence orientations. Secondly, an experimental situation was arranged each year where children's play behaviour with LEGO bricks was observed in free play vs. in induced pressure situations, and their motivational orientations were scored.

Results indicated that preschool, the motivational-emotional profiles were almost the same among the three prospective reading-level groups, but in grades 1 and 2, classroom teachers rated poor readers as less task-oriented and more ego-defensive and socially dependent compared to good decoders and good readers.
The ratings were corroborated by observational data on play behaviour in induced pressure situations. Early problems in learning to read and spell are related to motivational-emotional vulnerability in learning situations in the school context.

Whitehead, J.M. (2003) The research looks at the relationship between social class, notions of masculinity, intelligence and achievement in 16-year-old boys in co-educational comprehensive schools in England and Wales. The obvious link between educational qualifications and occupational success, central to the middle-class ideal masculinity, along with the strong relationships between social class and academic achievement has led to the assumption that for males extrinsic motivation (the desire for recognition, high-status employment and high earning power) is the key to academic success. The results of the research reported here challenge that assumption by showing that intrinsic motivation is a much stronger predictor of achievement than extrinsic motivation, which failed to discriminate between successful and unsuccessful boys. The research also showed that boys who gave the strongest support to the maintenance of the traditional sex roles in society and who themselves intended to follow that role were the least successful boys in the sample.

Bouffard, T., Marcoux, M.F., Vezneau, C. & Bordeleau (2003) studied that children's perceived competence and intrinsic motivation are assumed to be very high at the outset of schooling. However, how they change and how they relate to each other and to academic achievement across early schooling years remain open to question. They set their aims as 3-year longitudinal study was aimed at examining the following questions.
Do children’s perceived competence and intrinsic motivation about reading and mathematics change across the first 3 years of schooling? Do their perceived competence and intrinsic motivation differ according to academic domains? Do their perceived competence and intrinsic motivation relate to their academic achievement in each academic domain? Sample: A total of 115 elementary schoolchildren (63 boys and 52 girls) were examined in first grade (mean age = 84.5 months, SD = .67) and for the next 2 years.

Children respond to questionnaires about their perceived competence and Intrinsic motivation in reading and mathematics. Year-end grades in these two subjects were used as a measure of performance. Changes in perceived competence and intrinsic motivation, and between-year inter correlations, were observed to differ according to academic domain and gender. Intrinsic motivation did not make a significant contribution to academic achievement at either school grade or in any academic domain, whereas perceived competence was significantly related to achievement at each school grade in both reading and mathematics. Differences between boys and girls observed in this study were not linked to a specific domain and cannot be attributed to gender-rote stereotypes. Girls appeared to be more precocious in differentiating their competence and intrinsic motivation according to academic domain, as well as in being able to process and integrate information about their ability from past performances in a domain to judge their competence in the same domain.
**Brochu, Lisa. (2003)** Has written the book that I had hoped to write one day. The book (153 pages plus glossary and index) is not only a long overdue treatment of interpretive planning, but is also a catalyst for thinking about the value and process of interpretation today. Though concise, this book raises the bar for interpretive planners and for the overall discipline of interpretation. Interpretive Planning: The 5M Model for Successful Planning Projects is sure to be useful for planners, interpreters, instructors, and others involved with interpretation.

**Larsen, D. L., Ed. (2003)** Introduced the concept of flow several decades ago. To him, flow was the zone where everything "clicks," the place where our skills are just sufficient to meet the challenges we face. For interpreters, the challenges are high' our visitors bring diverse backgrounds, meanings, motivations and interests. They value our resources differently. They bring differing commitments to protecting our resource, Interpreters do experience flow, at least some of the time. When flow happens an observer might conclude: when it's "working" for the interpreter it tends to "work" for the audience. But what exactly is working?

Meaningful Interpretation is a visually appealing, leather-bound volume edited by David L. Larsen, training manager for interpretation, education, partnerships, recreation and conservation at the Stephen T. Mather Training Centre in Harpers Ferry, West Virginia, Meaningful Interpretation fills an essential need in the ongoing professionalization of interpretation. The workbook-style text helps interpreters crack the code, solve the mystery and put the pieces together to realize their dreams of interpretive excellence and effectiveness.
Processing and Utilizing Counterintuitive Information in Interpretation and Resource Management: A Case Study David Matthew Zuefie, Ph.D. Park and Recreation Management Program Interpreters and other professionals working with the public in natural resource management settings depend on good information in order to develop effective communication and education strategies. But what happens when credible information that challenges some of the dominant assumptions of these professionals becomes available? The following research project was designed to yield valuable insights into one group of stakeholders in a wildlife management project in upper Appalachia. While it met its original goal, the project is also valuable because it serves as a case study of what happens when empirical data and field observations are seen as intuitively unappealing.

Larsen, (2003) recently published Meaningful Interpretation contains Tanaka Shozo's wonderfully poetic observation "The care of rivers is not a question of rivers, but of the human heart." Shozo eloquently summarizes the challenge that has faced preservationists since the days of John Muir and Enos Mills. Landscapes (including rivers) and cultural heritage are protected because people want them that way. As interpreters, we understand that protection of heritage resources occurs only when people see greater value for special places and objects in their preserved state, rather than value gained through development. Interpreters who wish to learn what must be done to ensure the protection of parks should first look into the human heart and know the people they seek to motivate. This path leads directly to interpretive research.
Joan L. Duda and Nikos Ntoumaniss (2003) Achievement goal theory suggests that the motivational process operating in achievement settings such as PE are dependent on the achievement goals manifested in that setting. In this study, research is reviewed examining the motivation related correlates of task and ego (approach) goal orientation in physical education, namely (a) achievement related beliefs (i.e., beliefs) about the causes of success in and the purposes of PE, beliefs about the nature of physical ability. (b) affective responses (e.g. enjoyment) (c) self determination (i.e. PE.) students level of intrinsic motivation intrinsic motivation and a motivation, (d) behavioural strategies and skill development, and (e) level of physical activity engagement.

Pitchaih, Takahqshi et al. (2003) Devised a new unsupported patients. There are exercise test for pulmonary patients. There are various physiological and physiological changes taking place during and after the testing among these changes, stress level and Heart rate changes also take place. The purpose of the study was to find the correlation between pre-anxiety level and Heart rate changes during upper limb Exercise testing in pulmonary patients. Methodology; 80 subjects were participated in the study after adopting purposive sampling technique pre anxiety changes were measured suing state trait Anxiety Inventory for adults. The most widely self report measure of anxiety devised by Charles D. Spirlabarger. Heart changes before and after the unsupported upper limb exercise test (WULEX) were measured by counting radial artery pulse. Pearson product moment correlation value was found between the variables. P. Value was taken as 0.05 for statistical significant.
Zinta S. Byrne, Rose. A. Mueller Hanson, Joe M. Cardador, George C. Thornton. Heniz (2004) They examined the measurement equivalency of the Achievement motivation Inventory (AMI), a recently developed multifaceted measure of achievement motivation, a cross three countries; Germany (n=1433), Israel (n=688). and the US( n= 745). Two a priori models ranging from least restrictive (i.e.) same number of construct, same factor pattern, non- equivalent values. To most restrictive (i.e. equivalence of factor loadings) where tested using EQS multi group analysis to determine the level of measurement equivalence. Results show that achievement motivation as measured by the AMT is a multi faceted construct with three first order factors. The factor structure and patterns of factor loading ware nearly equal across the three samples indicating a cross cultural equivalency. Discussion includes implications for using the AMI and recommendations for future research.

Christopher, A. Wolters (2004) The objective of this study was to investigate how different components of achievement goal theory ware, Achievement. Motivation, cognitive engagement and achievement in Mathematics. Junior high school students (N=525) Results indicate that mastery structure and mastery orientation ware related to adaptive outcome in all areas. The patterns of relation for performance approach goal structure, and for man approach, and performance- avoidance goal orientations were less uniform across outcomes. Implications for achievement goal theory and future research are discussed.

Valentine, J.C., DuBois, D.L. & Cooper, H. (2004) reported that there has been extensive debate among scholars and practitioners concerning whether self-beliefs, influence academic achievement.
To address this question, findings of longitudinal studies investigating the relation between self-beliefs and achievement were synthesized using meta-analysis. Estimated effects are consistent with a small, favourable influence of positive self-beliefs on academic achievement, with an average standardized path or regression coefficient of .08 for self-beliefs as a predictor of later achievement, controlling for initial levels of achievement. Stronger effects of self-beliefs are evident when assessing self-beliefs specific to the academic domain and when measures of self-beliefs and achievement are matched by do- main (e.g., same subject area). Under these conditions, the relation of self-beliefs to later achievement meets or exceeds Cohen's (1988) definition of a small effect size.

**Seifert, T.L. (2004)** Studied on contemporary theories of academic motivation seek to explain students' behaviours in academic settings. While each theory seems to possess its own constructs and unique explanations, these theories are actually closely tied together. In this theoretical study of motivation, several theories of motivation were described and an underlying theme of the influence of emotions was used to unify the theories. In these theories, emotions and beliefs are thought to elicit different patterns of behaviour such as pursuit of mastery, failure avoidance, learned helplessness and passive aggression. Implications emerged which focused upon creating classroom contexts that foster feelings of autonomy, competence and meaning as the catalysts for developing adaptive, constructive learning.

and present initial results that examined how 2 reading instructional programs, Concept Oriented Reading Instruction (CORI) and multiple Strategy Instruction (SI), influenced 3rd-grade children's intrinsic motivation to read and reading self-efficacy. Each reading program occurred during the fall of the school year and lasted 12 weeks. Approximately 150 3rd-grade children participated in (CORI) 200 3rd-grade children participated in SI. Results of pre- and post test analyses of children's responses to a reading motivation questionnaire showed that children's intrinsic motivation to read and reading self-efficacy increased only in the CORI group.

Wang, J.H.Y, & Guthrie, J.T. (2004) Examined the extent that motivational processes facilitate the comprehension of texts and the extent of culture's role in children's motivational processes of text comprehension. Relationships between intrinsic and extrinsic motivation, the amount of reading, past reading achievement and text comprehension were examined by utilizing structural equation modelling. Fourth-grade students (187 U.S. and 197 Chinese) were administered a reading & Test and two questionnaires regarding reading motivation and reading amount. A final model fit the data well, showing that intrinsic motivation predicted text comprehension for both students groups after controlling for all other variables. Extrinsic motivation negatively predicted text comprehension except when associated with intrinsic motivation. Reading amount did not predict text comprehension after controlling for motivational variables. The structural relationships were statistically equivalent across the U.S. and Chinese groups. Cultural influences on reading motivation, reading amount, and comprehension were discussed.
Powell, R., McIntyre, E. & Rightmyer, E. (2006) Asked a question, why are children off task? What is going on in classrooms where a majority of children are off task? In this study we analyzed primary-grade classroom literacy instruction in which there was considerable off-task behaviour. Using Turner and Paris's fame for understanding student motivation in the classroom, we analyzed 73 activity settings where students were off task at least 25 percent of the time for instructional characteristics positively associated with student motivation; choice, challenge, control, collaboration, constructing meaning, and consequences. Student off-task behaviour was prevalent in classrooms where few of these six variables were present and instructional tasks were characterized as 'closed', i.e. where the products and processes were predetermined. Where there was indication of a high degree of off-task behaviour, a disproportionately high number (23 of the 28 data sets) were from classrooms that used scripted literacy instructional programs. Findings are interpreted using both psychological and critical frameworks.

Satya Prakash, C.V.and Patnaik S.P. (2005) To find out the effect of co-operative learning on achievement motivation & Achievement Biology. In this study the sample of 200 students from 3 schools of Tumkur town of karnataka was selected for the study out of them 100 students were treated as experimental and 100 students as control group. The students of both the groups were matched by pairing their intelligence and achievement scores in Biology. Achievement values and anxiety inventory (AVAI) by prayag Mehta and Achievements test in Biology developed by one of the investigator were used in the study.
The main findings were: 1) There was positive effect of co-operative learning an achievement motivation. 2) Co-operative learning has positive effect on achievement in Biology in terms of knowledge understanding and application adjectives as well as total achievement. The study cites six references.

**Kenath (2006)** The present study compared types of perfectionists on psychological well-being and achievement motivation among 273 Taiwanese college students. The factor structure and psychometric properties of the Chinese version of the Almost perfect scales-Revised (APS - R; Slaney, R.B. Mobely M Trippi, J.Ashby, J.S., Johnson D. (1996). Almost perfect scales revised, unpublished scale, The Pennsylvania state university, University Park) were assessed. A cluster analysis located four groups; in addition to the adaptive perfectionists, maladaptive perfectionists, and non perfectionists that were identified in past US studies a group with low-high standard/higher. Discrepancy scores emerged. This fourth group had the most participants but their scores on the High standards scale suggested that they did not set high standards for themselves. Paradoxically, however, their scores on the Discrepancy scale were elevated. Analyses of variance were conducted to examine group differences on measures of achievement motivation anxiety, depression, and self extreme. Cultural explanations regarding a collectivistic background and parenting styles are suggested in explaining elevated the discrepancy scores for the forth group. Clinical implications, limitations, and future durations for research are discussed.
Kunjan Kenuam Trivadi and Reena Bhansali (2008) A comparative study between boys and girls of 16-18 years was conducted to know academic anxiety prevailing amongst them. The objective of the study was to find out the gender differences in incidences and intensity of academic Anxiety amongst adolescents. Incidental purposive sampling technique was used in the selection of the sample. A total sample of 240 adolescent, 120 boys and 120 girls from different high schools of 10 Jodhpur city were selected, self constructed adolescent problem inventory was Pilot tested and applied on the chosen sample. The obtained results were statistically analyzed. The Results revealed that considerable amount of Academic anxiety prevailed amongst the sample. It was seen that girls on the whole had more incidences and intensity of academic anxiety in comparison to boys.

Ashok A, Madhu K; and Venu Gopal, D.V. (2008). The present study examined the impact of grade and gender on the adjustment patterns of the adolescent students. A Total of 1337 students (Male = 676 female = 661) who are studying 8th, 9th' 10th and 12th grades in various institutes of Vishakhapatnam participated in this study. Culturally relevant Bell Adjustment Inventory (CRBAI) a modified version of Bell Adjustment Inventory (1962) developed by Ashok, Madhu Suneetha and Ramana (2003) was used to measure adjustment patterns. Results indicate significant differences among the four grade groups and also between the two gender groups. Student of the 121 grade indicated significantly better Home and Health adjustment while 10th grade students, indicated lesser Home adjustment and Health adjustment than their counterparts in other grades. Further 12 grade students scored significantly high on the submissiveness.
Female students reported significantly higher emotionality no significant
gender-grade interaction submissiveness and emotionality, and lesser
health adjustment.

**John Michal Raj (2009)** The present study tries to understand the
effect of personality orientation on the experiences of stress among
adolescent student. 193 adolescent students were identified purposefully
from a school at Malapuram district of Kerala as sample for the present
study. The internal external locust of contract Inventory developed by
Venkatapethy (1986) and state trait ancient by Spilberger (1970) ware
used to collect the relevant data, The results show that external locus of
contract seems to have an effect on the anxiety levels of the subject.

**Gopi N. Vala and Yoesh A Jogsan (2009)** The main purpose of
difference between urban and rural women in adjustment and anxiety.
The total sample consisted 60 urban and rural women; the research tool
for adjustment was measured by Asthana and Anxiety was measured by
L.K.P. Sinha, here 't' test was applied to check the significance
adjustment and Anxiety between urban and rural women to check the
relation between Adjustment and anxiety co-relation method is used. The
studies revealed that there was no significant difference between urban
and rural women in adjustment and anxiety and while the co-relation
between adjustment and anxiety reveals minor 0.05 level positive co-
relation.

**Sendhil V (2009)** The purpose of the present study aims to
examine the relationship between adjustment and Mental Health. Besides
to find out the difference between gender wise, education wise and
locality wise in adjustment and Mental Health. The samples consist of 120 students (60 male and 60 female from Pondicherry). The tools used are Mental Health Inventory by V. D. Augustin and adjustment Inventory for college students by Sigh and Sinha. The results of the study are 1. There is no significant difference between Arts and Science students in their adjustment. 2. There is a significant positive relationship between adjustment and Mental health. S. There is no significant difference between men and women in their adjustment. 4. There is no significant difference between rural and urban students in their adjustment. 5. There are 6. significant difference between men and women in their mental health. 7. There is no significant difference between Arts and Science students in their mental health. 8. There is no significant difference between rural and urban students in their mental health.

Kale, K.S., (2009) the aim of the present to compare of adjustment and academic achievement of Marathi and English Medium school students. Data consisted of students from Marathi medium and 30 schools from English medium (Age groups is 16 to 14) and adjustment Inventory has used.

The mean of adjustment score of the English Medium Students is 76.6, and that of the Marathi medium students 11.6, and 't' value = 6.32, the mean of academic achievement score of the English medium student is 75.73, and that of the Marathi Medium students 65.73 and 't' value = is 13.27, the difference between the two mean is lightly significant.

The main conclusions are adjustment of Marathi medium school student is better than English medium students.

Academic achievement of English medium school students is better than Marathi medium students.
Adsul, R.K., Vikas S. Kamble (2009) The main aim of the present study was to explore the relative contribution of academic stress. Achievement motivation and academic achievement among high school students. It was hypothesized that adjustment will significantly predict on the basis of academic stress. Achievement motivation and academic achievement 160 students of Sangli district ware selected by random sampling method. Multiple regression was used to analyse the collective data. The findings of die study revealed that academic stress and adjustment use positively related with each other, while achievement motivation and academic achievement is important finding of this study is that academic stress is emerged as the most successful predictors of adjustment among high school student.

Shobhana, Jishi, and Shilpa Kumari (2009) In this study find out relation between anteriority and depression: the main objectives are : 1. To examine the relation between anxiety, depression and gestational age and 2. To examine the relations between anxiety depression and birth weight infants. It was hypothesized that that anxiety and depression would be negatively related to gestational age and birth weight of infants. The study was conducted on a sample one hundred thirty pregnant women (aged 20-30 years) in II trimester of their pregnancy who ware recruited in obstetrics department of Instituted of medical science. B.H.U. of Varanasi. The assessment of gestational age was based on last menstrual period. Depression and anxiety were assessed using self administrated questionnaire i.e. Radloff; Epidemiological studies scale (ESC-D-1972) and Hindi versions of state, Trait and free floating Anxiety scales by Reastogi and Tripathi (1986) respectively. Along with these questionnaires the personal data was blank was also used for obtaining
the information regarding delivery and health status of baby from the hospital record. The data was analysed with descriptive statistic (mean S.D.) & correlation.

The result indicated that mean score of depression and anxiety was higher in third trimester as compared to second trimester. Anxiety and depression was significantly negatively correlated with birth outcome i.e. gestational age and birth weight of infants. This means that women depression would have shorter gestational age i.e. < 37 weeks and infant weight less than 2500g.

**Rashmi Mishra (2009)** Most recently, attention has turned toward understanding the role of attachment with parents in healthy adjustment during adolescent. Adolescence involves a transition from a dependency relationship with parents to mutually reciprocal relationship with others e.g. parents peers and intimated partner. Recent models based on attachment theory emphasize the importance of attachment during the adolescent years, despite decreases in shared activities and interactions. It is important to understand that the quality of parent child relationship with the adolescents. Is liked to the quality of these relationships prior to adolescence and adjustment during adolescence is related to childhood adjustment, Healthy parents child interaction, thus. Seen to be important key factors in determining psychological well being of children. Several studies conducted in this area both in India and abroad justify these comments. The main objective of the present study was to determine the role of real adjustment. It was hypothesized that these exists a like hood that different dimension of parent child relationship in different of parent child relationship (farther and mother both) would tend to influence the various' dimension of adjustment of adolescents (boys and girls).
The study was conducted upon sample of 100 adolescents (50 boys and 50 girls). The independent variable of the present study was the parent child relationship and adjustment was the dependent variable parent child relationship questionnaire (P.C.R.Q.) as developed by Pandey and Singh (1981) was administered upon the sampled respondent. This test has two forms.

For measuring different dimension of adjustment Bells adjustment inventory as adopted in Hindi by Mohsin & Shamshad (1970) was used the resulted conform the hypothesis that there exists a like hood that parents child relationship (father and mother both) would tend to influence the various dimensions of adjustment of a adolescents bays and girls.

Dubule V. K, (2009) The study was aimed at measuring superstitious beliefs, religious attitude and youth problems among tribal and non-tribal; males and females and to search whether they differ from each other significantly on these measures. For the present study, the area of investigation was restricted to Nagpur District only. The total sample of 100 students was selected on incidental -cum-random basis out of them 50 students were selected from Government residential post BASIC Ashram School situated at kavadas. Taluka-Hingna, Distinct Nagpur. And other 50 students were selected from new English High School. Congress Nagpur. Nagpur which were non-tribal's. The Ratio of tribal and non tribal was 1:1 Age range was 15 to 18 years. Male female Ratio was 1 : 1 religious attitude scale by Schueponts superstitious belief scale modified and standardized by Janbandhu and youth problem Inventory Constructed by M. Verma were used for data collection. Following Conclusions are drawn: 1. Regarding superstitious beliefs males and females did not differ significantly
2. Tribal subject cherished significantly more superstitious beliefs than the non-tribal subjects. 3. Religiosity was significantly more among the males than the females. 4. Youth problems were faced significantly more by the males than the females. 5. Religiosity and superstitious beliefs have been seen unrelated to the youth problems.

**Priti shukla and Richa Pandey (2009)** The aim of this present study is to evaluate the impact of spiritual practices on female criminal. The sample consists of 40 criminal women selected through quota sampling and used single group pre-post-design. The duration of the spiritual practices was 30 days and impact were studies on well-being and adjustment level of the subject. The result analyzed by t-test that shows significant effect on well-beings and adjustment level of females criminals.

**Mamta, Chaturvedi (2009)** The study investigates the effect of school environment and certain demographic variables on achievement motivations and academic achievement young adolescents.

The sample consists of 300 students in the age range of 12-25 years selected by stratified sampling method from various schools of Bhopal. School environment was measured with the help of school environment scale (Misra 1984) Deo Mohan Achievement motivation scale (Pratibha Deo and Asha Mohan (1985) was used to measuring achievement motivation. Percentage of marks obtained by the subjects in last three years were used as a measure academic achievement.

All the size sub-scales scale schools environment have significant effect on achievement motivation an there sub-scales have significant
effect on academic achievement. The scores on achievement differed significantly in case of gender grades and father's occupation. In type of schools the difference was significant on academic achievement only. Conclusion was draw school environment plays a significant role in achievement motivation as well as academic achievement of young adolescents.

**Vaghela Parikshit M. and Kaji S. M. (2010)** The present study is to find out the difference in the adjustment of literate and illiterate males. The sample consisted of 120 males out of which 60 were males and 60 are illiterate males. For this purpose of study 'Social Adjustment Inventory' by Dr. R.C. Deva was used. The obtained data was analyzed through 't' test to know the mean difference between literate and illiterate males. Result shows that there is significance difference the in adjustment level of literate and illiterate males.

**Shabana Anjum and Mahmoo, S. Khan. (2010),** The present study ware designed to assess "Adjustment and Emotional stability among advantaged and disadvantaged groups" of adolescents the patterns. The present study has the following objectives;

1. To find out the prevalence of emotional stability and level of adjustment among male and female students.

2. To examine the difference in term of emotional stability and adjustment of advantaged and disadvantage of male and female students. The questionnaires ware administered on 120 students (N-60 male and female of advantaged groups and N-60 male and female of disadvantaged groups).
The purposive sampling technique was used to select advantaged and disadvantage groups of adolescents from various school of Aligarh District. The Emotional stability test for children and adjustment inventory were administered to collect the required information from the respondents. The result of the study was interesting and useful for further researches and after obtaining the required data to compute the 't' test to find out the level of adjustment and emotional stability, among advantaged and disadvantaged groups of adolescents. This study will be very purposive and useful in terms of emotional stability and adjustment of advantaged and disadvantaged groups of adolescents; those are studying in high and low reputed schools.

Mona, P.K. Rubeena Khatoon (2010) The present study is designed to find out the adjustment patterns of college with blood groups (A, B, O and AB). A sample of 400 college students (200 boys and 200 girls) with different blood groups (A, B O, & AB) was taken from Dayalbagh Educational Institute. Random sampling technique was used to generate the data. The Indian adaptation Hindi version of Bell's Adjustment Inventory (BAI) by Ojha (1998) was used to measure the adjustment patterns of college students in home, health, social and emotional areas. Results revealed that significant difference exists between adjustment patterns and difference exists between adjustment patterns and different types of blood group (F= 13.79, P< 0.01) Further The effect of gender (F= 0.96, P> 0.05) is not found to be significant even at 0.05 level. Interaction effect of blood group and gender (F=0.92) is also not significant at 0.05 level. The present study. Leads to conclude that due to different types of blood groups the features of adjustment are variable in
the different areas of life. So there is significant difference exists between adjustment patters of college students having A,B,O and AB Blood groups.

**Agrawal Vandana L.(2010)** The aim of present research was to study the effect of psychological intervention on achievement motivation among adolescents 200 school students of the matriculation board, Chennai were selected using purposive sampling technique. Their age ranged from 12-16 years. Deo-Mohan Achievement motivation (n-ach) scale by Deo and Mohan (1986) was used from; the main sample 60 students were selected for the study who obtained low scores on achievement motivation scale. 30 were assigned to experimental and groups assigned to control group by random selection. 15 were males, 15 were females in each groups. The psychological intervention included training of motivation Building skills, Self esteem skills Goal setting skills and study skills for a period of 4 weeks. Queasy experimental designs were used for the present study. Results obtained indicated that psychological intervention was found to be effect in improving the achievement motivation among adolescents in the experimental group compared to the control groups.

**Alam S and Dar O. H. (2010)** In the study present work identification has been taken as independent variable where as adjustment as dependent variable. Adjustment is a very important factor performing duties of any employee. The output of organization depends upon the effective adjustment of its employees wither in the organization or outside. If the identification with work is higher the level of adjustment will be high than the Police personnel are expected to discharge their duties and responsibilities effectively.
The study was conducted on sample of (n=200) male Police personal and (n=100) female police personal. To measure work identification a scale developed by Shrivastava and Dolke was applied and to know adjustment level, Kumar's Adjustment measurement inventory was applied. The results revealed that importance attached to work a dimension of work identification found to be significant at 0.05 level of confidence whereas satisfaction of need through work was found insignificant, So far as total work identification in concerned, it was found that male and female Police personal differ significantly.

**Sudhinta, Sinha and Hamid Akhtar (2010)** The aim of the present study was to investigate the adjustment and mental health problem and its relation in the prisoners in the present study, 37 male prisoners of district jail of Dhanbad district of Jharkhand, were selected on purposive sampling basis. Each prisoner was gives especially designed perform a personal data sheet, General Health questionnaire (GHQ-12) and Bell Adjustment Inventor. The appropriate statistical tools are used to analyze the data. Obtained result showed poor adjustment on social and emotional area an adjustment scale. The study also revealed the significant association between adjusts mental health problem and mental health in the prisoners. The prisoners were found to have poor social and emotional adjustment which has strong association with their mental health.

**Shinde Arun Chandu (2010)** He examine the Achievement motivation in urban and rural student. Tools to be used to find out the achievement motivation of studies researcher use achievement motivation test by Dr. V.A. Bhargwa. The study this problem researcher selected the
samples from 80 boys (40 urban and 40 rural) and 80 girls (40 urban and 40 rural) total 160 of both aria, by using simple random sampling methods.

The rural Jr. College boys students mean is 25.65, SD is 503 and urban Jr. college boys students mean is 30.75, S-D. Is 4.47 't' value is 2.27 it is significant on 0.05 and 0.01 level. The rural Jr. college girls students mean is 21:45, S D is 5.62 and urban Jr. college girl students mean is 25:63, SD is 6.77 't' value is 1.39 it is not significant conclusion. Achievement motivation girls students are higher than the rural girls student.

Agnihotir Anju (2010) The objective of the study is to compare the adjustment problems of adolescent girls of working land non working mothers. It is generally believed that mothers care, concern, guidance and influence have an effect on the adjustment of adolescents. Adjustment problems ware measured by the adjustment Inventory for college students, who ware categorized according to their mothers history. The Principal statistic model used for analyzing the differences in working and non working mothers groups was 't' test. Result was found that girls whose mothers did not work ware better adjusted in the areas of home health and emotional and had no adjustment problem in comparison of girls, of working mother Adolescents had greater feeling of love, understanding and interest between mother and child, but in social and educational fields adolescents of working mother had better adjustment because they were more confident, independent in comparison of working mothers. Adolescents of non- working mothers had lesser adjustment problem than adolescents of mother who had worked or why working.