CHAPTER-2

REVIEW OF LITERATURE

In the previous chapter researcher has been try to represent theoretical and logical supposition of the present study, the second chapter review of literature helps the researcher in deciding the direction of the research. To aid the researcher in locating, selecting and utilizing the resources a study guide is provided in relation to their use in psychological research. Before proceed, researcher reviewed brief comments on previous research, which she assumes important in this context.

A collective body of works done by earlier scientists is technically called the literature (A.K. Singh 2004). Any scientific investigation starts with a review of literature. It is the primary stage toward the research. The researcher has attempts a close or an in-depth reading of the review literature. It is this literature that inspires researcher for the research. The research is mostly problem oriented whether it is psychological, sociological, or philosophical. Literature of various subjects on various topics heterogeneously and constantly flourishes the vast treasure of research. Not merely the researcher, but the review of literature is also the major source to alter, include and exclude which and what from the research done earlier in the same area. Awareness or foreknowledge of such research prevents unnecessary repetition of documentation of the same thing. Likewise, constantly flourishing, developing research also revises and remolds the documentation according to the demand.
of time. The problem-oriented research provides solutions according to the need or demand to time. In this way, review of literature helpful for identifying variables relevant for research, avoidance of repetition, synthesis of prior works, determining meaning differences and relationship among variables. For that the researcher has carefully studied the literature and review of researches related to the achievement motivation, assertiveness and anxiety level of professional and non-professional college students.

In this way research takes advantages of the knowledge which has accumulated in the past as a result of constant human endeavor. A careful review of the research journals, books, dissertations, thesis and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study.

The first step in reviewing the related literature is the identification of the material that is to be read and evaluated. The identification can be made through the use of primary and secondary sources available in the library.

In the primary sources of information, the authors report their own work directly in the form of research articles, books, monographs, dissertations or thesis. Such sources provide more information about a study than to be found elsewhere. Primary sources give the researchers a basis on which to make his own judgment of the study. Though consulting such source is a time consuming process for a researches yet they provide a good source of information on the research method used.
In secondary sources, the author compiles and summarizes the findings of the work done by others and gives interpretation of these findings. Working with secondary sources is not time consuming because of the amount of reading required. The disadvantage of the secondary sources, however, is that the reader is depending upon some ones else judgment about the important and significant aspects of the study.

The decision concerning the use of primary and secondary sources largely depends on the nature of the research study proposed by the researcher. If it is a study in an area, in which research has been reported, a review of the primary sources would be logical first step. On the other hand, if the study is in an area, in which little or no research has been conducted, a check of secondary sources is more logical. Sources of information, whether primary or secondary, are found in a library and internet. The researches must, therefore develop the expertise to use resources without much loss of time and energy.

Mukhopadhyay, Pritha; Kumar, Jayita (1999) investigated the roles of academic pressure and achievement motivation in the mental health impairment of 50 female students (aged 13-14 years) of class VIII. Hopelessness and suicidal ideation were selected as 2 parameters of mental health impairment. Hopelessness and suicidal ideation scales of the Achievement Motivation scale were employed. Academic pressure was assessed on a scale that is under preparation. Results reveal the adverse effect of high achievement motivation and academic pressure on the mental health of
the children. The results have been discussed in the light of existing scientific knowledge.

**Holtz, Tomothy H** (1998) examined anxiety symptoms, affective disturbances, somatic complaints, and social impairment in 35 refugee Tibetan nuns and lay students (mean age 25.8 years) who were arrested and tortured in Tibet and 35 non-tortured matched controls (mean age 25.1 years). The prevalence of symptom scores in the clinical range for both cohorts was 41.4% for anxiety symptoms and 14.3% for depressive symptoms. The torture survivors had a statistically significant higher proportion of elevated anxiety scores than did the non-tortured cohort. This was not true for elevated depressive scores. Results suggest that torture has long-term consequences on mental health over and above the effects of being uprooted, fleeing one’s country, and living in exile as a refugee, though the additional effects were small. Political commitment, social support in exile, and prior knowledge of and preparedness for confinement and torture in the imprisoned cohort served to foster resilience against psychological squeal. The contribution of Buddhist spirituality plays an active role in the development of protective coping mechanisms among Tibetan refugees.

**Sud, A; Prabha, I** (2000) reported that the effectiveness of cognitive as well as relaxation therapies were respectively determined on the nonclinical sample of high and low test anxious high school girls (mean age 14 years). Differentiated in terms of worry and emotionality trait scores or the Hindi version of the Test Anxiety Inventory. Treatment - related changes were not expected from low
test anxious Ss. Results show, however, that besides the therapeutic change for high test anxious girls, non targeted therapeutic effects were observed for test low anxious Ss on anagram performance and general anxiety levels, which maintained till the follow-up. Discussion and implications for future research are given.

Tyagi, Poonam; Kaur, Praveen (2001) examined the effects of gender on the relationship between adolescents self-concept and perceptions of others. 200 11th grade students (aged 15-16 years) completed an abridged version of the children’s self-concept scale (CSCS) concerning behavior, intellectual and school status, physical appearance, anxiety, popularity, happiness, and satisfaction. Additionally, friends, parents and teachers completed the CSCS. Results show wide agreement in the perceived opinion of parents, teachers, and friends regarding students. Male students’ self-concepts differed more from the opinions of other than did self-perceptions of female students’.

Chawla, Bindu (2001) investigated in a ethnographic study how Sikh high school students manage conflict and make decisions that affect their current and future lives, particularly those that have to do with choosing a career and getting married. In view of the widespread misconception that students who come from a different culture and language don’t do well educationally, this study also investigated what motivates these young people to follow the rules and work hard in school. Thus this research provides a framework for addressing the adjustment and acculturation issues that arise for immigrant students when they must deal with their native culture at home and the
American culture at school, with their pears, and in society at large. This research focused on the attitudes and responses of four Sikh high school students who were interviewed individually and six who were interviewed as a group at a Gurdwara (Sikh temple) in New York City. Four areas that are at the center of their interests were investigated: popular culture and media literacy, expectations of parents about school, family versus friends, and independence and decision-making. In order to understand what led Sikhs to become a migrant minority community and maintain a dual cultural framework, attention was given to the historical context and the current situation in both their country of origin (India) and their country of adoption (United States). The findings of the research were analyzed within the framework of Ogbu’s theory of cultural ecology. Implications for educators are assessed and suggestions are made for new initiatives in teacher education.

**Flower, Thomas Richard** (2003) concentrate on the variable of academic motivation as a primary mediating factor in the educational achievement of low-income urban students. This project supports the hypothesis that negative influences inherent in low-income, urban environments are responsible for a unique set of emotional and cognitive characteristics that disrupt the development of academic motivation in low-income, urban students. Bernard Weiner’s Attributional Theory of Achievement Motivation and Emotion is reviewed to support the variability of academic motivation in low-income, urban students. This project expands upon Weiner’s emphasis on emotion in the attributional process and presents a new perspective on how low-income,
urban students bring a unique emotional predisposition to this attributional framework. A detailed application of those characteristics is related to the cognitive framework of Weiner theory and general conclusions are established. Further, this application provides the basis for recommendations within a proposed extended-day, after school program that contains interventions that are based on the theoretical framework of Weiner theory and that incorporate both clinical and educational components.

Haydel, Angela Michelle (2003) try to understand the advance theoretical understanding about fit between the personal resources of individuals and the characteristics of science achievement tasks. Testing continues to be pervasive in school, yet we know little about how students perceive tests and what they think and feel while they are actually working on test items. This study focused on the personal (cognitive and motivational) and situational factors that may contribute to individual differences in achievement-related outcomes. 387 eighth grade students first completed a survey including measures of science achievement goals, capability beliefs, efficacy related to multiple-choice items and performance assessments, validity beliefs about multiple-choice items and performance assessments, and other perceptions of these item formats. Students then completed science achievement tests including multiple-choice item and two performance assessments. A sample of students was asked to verbalize both thoughts and feelings as they worked through the test items. These think-alouds were transcribed and coded for evidence of cognitive, meta-cognitive and motivational engagement. Following each test, all students completed
measures of effort, mood, energy level and strategy use during testing. Students reported that performance assessments were more challenging. Authentic, interesting and valid than multiple-choice tests. They also believed that comparisons between students were easier using multiple-choice items. Overall, students tried harder, felt better, had higher levels of energy and used more strategies while working on performance assessments. Findings suggested that performance assessments might be more congruent with a mastery achievement goal orientation, while multiple-choice tests might be more congruent with a performance achievement goal orientation. A variable-centered analytic approach including regression analyses provided information about how students, on average, who differed in terms of their teachers ratings of their science ability, achievement goals, capability beliefs and experiences with science achievement tasks perceived, engaged in, and performed on multiple-choice items and performance assessments. Person-centered analyses provided information about the perceptions, engagement and performance of subgroups of individuals who had different motivational characteristics. Generally, students personal goals and capability beliefs related more strongly to test perceptions, but not performance, while teacher rating of ability and test-specific beliefs related to performance.

Crowder, Kyle; South J., (2003) had developed hypotheses regarding the conditional nature of neighborhood effects on the risk of dropping out of high school. they test these hypotheses by estimating event history mode is based on data from the 1968-1993 waves of the of the Panel study of Income Dynamics.
They found that, among African Americans, the detrimental impact of neighborhood socioeconomic distress on school dropout has increased significantly over the past quarter-century, a probable repercussion of the increasing geographic concentration of urban poverty. The negative effect of neighborhood distress on high school completion is particularly pronounced among black adolescents from single-parent households and among white adolescents from low-income families, results broadly consistent with supporting the social capital perspective, among both black and white adolescents the deleterious impact of neighborhood distress on school dropout is stronger for recent in-movers than for long-term residents. The impact of neighborhood disadvantage also varies significantly by gender for both racial groups and among whites, is stronger for younger than older adolescents. We conclude with a discussion of the implications of these findings for theories of neighborhood effects.

Pintrich, Paul (2003) reported that the motivational science perspective on student motivation in learning and teaching contexts is developed that highlights three general themes for motivational research. The 3 themes include the importance of a general scientific approach for research on student motivation, the utility of multidisciplinary perspectives, and the importance of use-inspired basic research on motivation. Seven substantive questions are then suggested as important direction for current and future motivational science research efforts. They include (1) what do students want? (2) What motivates students in classrooms? (3) How do students get what they want? (4)
Do students know what they want or what motivates them? (5) How does motivation lead to cognition and cognition to motivation? (6) How does motivation change and develop? And (7) what is the role of context and culture? Each of the questions is addressed in terms of current knowledge claims and future directions for research in motivational science.

Summers, Jessica J; Schallert, Diane L., Ritter, P. Muse (2003) addressed notions derived from a model by Tesser, Campbell, and smith (1984) of self-concept and how it is influenced by social relationships. We were interested in whether the self evaluation maintenance model (SEM) would allow us to investigate more directly the value component in expectancy-value models of achievement motivation. Using distinction often made about different motivational orientations. We discovered a three-way interaction between level of mastery orientation (high or low), relevance of math (high or low), and target of rating (self or 7th grade friend) on students perception of ability in math. Thus, the SEM model was supported but only for students reporting a low mastery orientation. For them, those who reported math as highly relevant estimated their own ability as significantly higher than their friend, whereas those reporting math as less relevant showed no difference in estimates of ability between self or friend. For high mastery oriented students, no differences were found.

Lounsbury, John w., Sundstrom, Eric; Loveland, Lames M; Gibson, Lucy w., (2003) mentioned that general intelligence, Big Five personality constructs, and a measure of work drive were studied in relation to course grade in an
undergraduate psychology course taught by the same professor for 175 students over a 5 year period. Using a hierarchical multiple regression analysis, general intelligence accounted significantly for an additional 7% of the variance; and work drive accounted significantly for an additional 4% of the variance. However, when work drive was entered before the Big Five variables, the Big Five variables did not add significantly (either as a set or individually) to the prediction of course grade. Results were discussed in terms of the importance of personality constructs in uniquely predicting academic performance and the need for additional study using more diverse predictors and aggregated criterion measures.

**Sobral, Dejano T., (2003)** decided the purpose of this work to analyze features of students motivation in relation to academic factors after one year of medical studies, testing out a version of the Academic motivation scale (AMS). The AMS was administered to 299 subjects of both sexes and re-administered to a 25% sample one year later. Measures of learning perceptions and achievement representing motivational factors were also obtained. Statistical procedures were done to describe the internal and external validity, including correlation analysis between the AMS components and the motivational measures. The findings showed satisfactory levels of internal consistency, moderate temporal stability and consistent inter-correlation matrix. The profile of responses revealed a predominance of autonomous motivation and a gender effect. The relationship of the AMS components with the motivational antecedents and consequences revealed a spectrum of motivation compatible with individual
and contextual influences. The results support the validity of the AMS and its usefulness in the study of academic motivation.

Youzhi, Wang, (2003) studied that learning motivation through the questionnaire method with 942 subjects of middle school students from junior middle school grade 1 to high school grade 3 in the Northwest. Three major findings were obtained. First, learning motivation gradually increased in the following order: affiliation, prestige, cognition and achievement motivation, achievement motivation being dominant in the learning motivation of middle school students. Second, learning motivation decreased with the grade going up, which was obvious among city students, and fluctuated among rural students. Third, the four kinds of motivation and attribution factors had some difference between the city and the countryside, grades and gender, and they were related closely with learning performances. During the education reform we should pay more attention to the problem of learning motivation and improve the learning motivation of middle school students of higher grades, female students, and city students.

Reibman, Shayna Elizabeth (2003) looked at the roles of acculturation, personality characteristics, and familism in academic achievement motivation of Latino college students. Subjects were 197 college students enrolled at California State University, Fresno, who identified themselves as Latino or Hispanic. Subjects completed a 148 item questionnaire assessing academic achievement motivation, levels of acculturation, personality characteristics, familism, and demographic variables. The achievement motivation measure
assessed intrinsic motivation, extrinsic motivation, and motivation. The acculturation measure assessed subjects acculturation levels along dimensions of language, social, loyalty, cultural, and identification. The personality measure assessed subjects levels of Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. The familism measure assessed subjects perceived levels of family support, family obligations, and family as referents. Ten hypotheses were generated and results were as follows. Pearson correlations indicated a positive relationship between conscientiousness and academic achievement motivation. A negative correlation between Neuroticism and achievement motivation was indicated within male subjects but not within female subjects. A positive correlation between Extraversion and extrinsic motivation was supported within male subjects but not within female subjects. A positive correlation between Openness to Experiences and intrinsic motivation was indicated. A positive correlation between Agreeableness and extrinsic motivation was not indicated. A positive correlation between family support and achievement motivation was indicated within male subjects but not within female subjects. No significant correlation between intrinsic motivation and a student year in school was indicated. Male students and female students differed in levels of both intrinsic motivation and extrinsic motivation. Finally, students who identified themselves as more Mexican or Latin American did not demonstrate higher levels of familism and higher levels of extrinsic motivation. Variables that best explained achievement motivation in the whole sample were conscientiousness,
gender, Openness to Experience, support from family, and acculturation. Variables that best explained achievement motivation in females were conscientiousness and Openness to experience. Family support extraversion, and acculturation best explained achievement motivation in male subjects. Results are discussed and other findings are presented. Limitations of the study are given and suggestions for future research are offered.

**de-Bruyn, Eddy-H; Dekovic, Mala; Meijnen, GWim, (2003)** try to investigate the chain of associations between parenting behavior and early adolescents school success. Students’ goal orientations and classroom behavior were hypothesized to mediate between parenting and school success. The sample consisted of 327 pre-university-tracked pupils in their first year of secondary school. Results indicate that boys and girls shared the same pathway from maternal disciplinary strategies to school success mediated by the child’s goal orientations and cognitive classroom engagement. Path analyses revealed moderate associations between parenting and goal orientation. Goal orientation were found to be moderately linked to classroom behavior dimensions conducive to school success. Although models for boys and girls differed slightly, overall results highlight the continuing relationship in early adolescence between parenting and pupils beneficial academic behavior. The present study highlight several processes by which parents might shape their early adolescents school success.

**Baker, Sarah R (2003)** was used a prospective longitudinal design to examine the predictive relations between social problem-solving appraisals and
subsequent adjustment, stress, health, motivation and performance in a sample of university students during their years at university. Controlling for gender, age and prior academic aptitude, self-perceived problem-solving abilities, measured on entry to university, had direct beneficial effects on psychosocial adjustment to university, perceived stress levels, self-determined motivational orientations, and academic performance during students second year of study. Additionally, social problem-solving appraisals, adjustment to university and intrinsic motivation towards accomplishment predicted higher marks over the course of students 3 years at university, controlling for university entry qualifications. Gender differences emerged in perceived distress, self-determination profiles, and academic performance, with women displaying higher scores than men. More specific analysis of problem-solving appraisals indicated that different dimensions (e.g. control, confidence) had different long-range adaptational outcomes. Results are discussed with reference to models of social problem-solving and self-determination.

Chen, Jun; Zhang, Jijia (2003) studied the achievement motive and fear of failure in middle school students with questionnaires. 454 middle school students (88 juniors and 1152 seniors 98 males and 102 females) from key middle schools and 165 juniors and 89 seniors (115 males and 139 females) from ordinary middle school in Guangzhou, china, completed the Chinese revision of the Achievement Motivation Scale and the Achievement Fear Test with projective technique. The results show that there were significant difference in achievement motives between the students from different type
school: the level of achievement motive of the key school students was higher than that of the ordinary school students; however, there was no significant gender difference in instances of fear of failure. Fear of failure was related to the students academic work, interpersonal relation, family, and career. The students projected more achievement fear on the female leading character in the stories of the fear test. The achievement motive of seeking success was negatively related to the fear of failure, whereas, the motive of avoiding defeat was positively related to the fear of failure.

Dowson, Martin; McInerney, Dannis M. (2003) investigates qualitative inductively identifies and describes the psychological parameters of middle-school students social and academic goals. Data were collected from 86 students (aged 12-15 years) during 114 interviews and 24 structured observation periods. Inductive content analyses of the interview and observation periods. Inductive content analyses of the Interviwe and observation data identified 8 distinct motivational goals that students espoused for their academic achievement. These comprised 3 academic and 5 social goals. The analyses also identified: (a) each of these goals in terms of their component behaviors, affects, and cognitions. (b) that students did not hold these goals in isolation, and (c) that students multiple goals interacted in conflicting, converging, and compensatory ways to influence students academic motivation and performance.

Karabenick, Stuart A (2003) assessed 883 students (mean age 20.4 years) levels of help-seeking threat, their intentions to seek help, help-seeking goals,
preferred helping resources, class-related motivation, and use of learning strategies. Hierarchical cluster analysis suggested four homogeneous groups, with 17% of the students that could be described as strategic / adaptive, formal help seekers and 23% as help-seeking avoidant, expedient help seekers. Strategic / adaptive students were more motivated, had higher mastery approach achievement goal levels, use of rehearsal (the strategy highly related to performance) and course grads. Help-seeking avoidant students were more anxious, performed more poorly and relied less on rehearsal and more on organization strategies. Help-seeking avoidant students also had higher mastery avoid, performance approach, and performance avoid achievement goal orientations.

Gramzow, Richard H; Elliot, Andrew J; Asher, Evan; McGregor, Holly A (2003) asked the question that ‘Are positive illusions about the self adaptive? Controversy surrounding this question can be traced to two features of past research. First, different researchers have used different criteria to assess bias in self-evaluation. Some have relied on normative models, whereas others have relied on social consensus. We identify problems associated with each of these subjective methods and suggest the use of objective or operational criteria. Second, bias in self-evaluation can result from different motivations. In some cases, overly positive self-reports may reflect self-protective or avoidance motivations, whereas in other cases they may reflect self-enhancement or approach motivations. We argue that it is not the level of self-evaluation bias, per se that determines whether such bias is associated with positive or negative
consequences. Instead, consequences are related to the specific motivation underlying this bias. Two studies examine these issues in the context of self-evaluation and academic performance in college using 288 college students as participants.

**Zhong, Hui, (2003)** studied the relationship between the time management disposition and achievement motivation in college students. 232 college students from Chongqing city were assessed with the Time Management Disposition Scale for Young Adults and Youth (X. Wang, at al.) and the Achievement Motivation Measurement Scale (Gjeame T. and Nyard. R.). Correlation matrix analysis showed that the dimensions of time management disposition were significantly correlated with the dimensions of achievement motivation. The college students with high scores in the sense of time value, time monitoring, and time efficacy had high tendency and ability to get success. Regression analysis showed that the students time management disposition could predict their achievement motivation. And the sense of time value might affect achievement motivation through time monitoring and time efficacy.

**Han, Rensheng (2003)** studied attributional training in contact scope in primary school students (117), middle school students (126), and high school students (131). The students assigned in experimental group received attributional training in group or individual, or both. The students were tested with a successful or failure contact attribution scale and the revised Achievement Motivation Scale (R. Ye) before and after the training. Their
successful or failure contact attribution, expectation, emotional response, and achievement motivation were compared. The study concluded that attributional training could help the students turn to positive attributions and positive emotional responses and rise their expectations; however, there was no significant effect of the short time training on the high school students.

**Li, Xiaodong; Lin, Chongde; Nie, Youyan; Pang, Ailian** (2003) analyzed the relationships between classroom structure, personal goal orientation, self-efficacy, value, and academic self-handicapping in 216 middle school students (8th graders) by using structure equation modeling (SEM). The following results were obtained: Class ego orientation was a significant positive predictor of academic self-handicapping; self-efficacy, intrinsic value, and attainment value were the significant negative predictors of academic self-handicapping.

**Lapp Rincker, Regina H** (2004) reported that the impostor phenomenon theory posits that there are individuals who are competent and successful but underestimate their abilities. These individuals view themselves as “impostors” among competent peers and fear being found out. Because they underestimate their abilities, it has been suggested that they set lower goals than what they are capable of achieving, however, this assumption, this study hypothesized that impostor feelings, as measured by the clance impostor phenomenon scale (CIPS: Clance, 1985), and achievement motivation, as measured by the work and Family orientation scale would be negatively correlated. However, it is questionable whether it is an individual impostor feelings or low self-efficacy
that would be a better predictor of achievement motivation. Specifically, it was hypothesized that impostor feelings and general self efficacy. (SES; Sherer, et al., 1982) would be negatively correlated, but impostor feelings would still predict achievement motivation even after self-efficacy was controlled for. The sample consisted of 109 honors students. Mostly freshmen, at a state university, Results of this study found significant relationship between achievement motivation and impostor feelings. However, significant relationships were found between self-efficacy and impostor feelings and self-efficacy and achievement motivation. The role gender plays in these relationship was also explored. Specifically, it was hypothesized that impostor feelings would affect the achievement motivation of male and females differently. The lack of a significant relationship was consistent regardless of gender, however, it is of note that in this population, there were no gender differences in achievement motivation but there were in impostor feelings, specifically, females had significantly higher CIPS scores than males. Overall, this study provided limited support for the impostor Phenomenon theory, specifically, the negative relationship between impostor feelings and self-efficacy is consistent with theoretical suggestions that impostors underestimate their abilities. However, the lack of relationship between achievement motivation and impostor feelings is inconsistent with the theoretical notion that impostor feelings affect one goals.

**Mann, Warrenetta Crawford** (2004) examined the efficacy of using type-based learning style education as a means to enhance study skills acquisition
and motivation for college learning among college students at high risk of academic failure. Eighty students enrolled in a two year open admissions college of a large Midwestern university were enrolled in a ten week study skills courses offered by the college. Some enrolled voluntarily in a course, college study skills (CSS), while others were recommended to a similar course. Both groups were administered the learning And Study Strategies Inventory (LASSI) as a pre-test / post - test measure of study skills acquisition and preparation for college learning. The ATLAS group was provided with additional training related to learning styles using the Myers Briggs Type Inventory (MBTI). The rationale for that program was based on the theory of the instrument, and previous literature which suggested that students may benefit from exploring their specific learning style, and may more accurately evaluate their learning needs when provided with specific information related to how their style is likely respond to the college learning environment. It was predicated that the students receiving the type - based learning style education would demonstrate significantly more improvement of study skills as measured by the LASSI at the end of the 10 week period than their counterparts that did not receive this training. Results from the study revealed that the type-based learning style intervention alone did not produce such results. However, some interaction effects based on gender were found. The emotional and social components necessary for college performance should be further examined in future studies.
**Pedersen, Susan; Williams, Doug** (2004) reported that with recent interest in moving from teacher-directed instruction to approaches that incorporate greater opportunities for student centered learning come concerns that traditional classroom practices associated with assessment and grading may be inappropriate for learning environments grounded in a constructivist perspective. The study reported here compared three different assessment methods used during a student-centered program. Participants were seventh graders who used Alien Rescue, a hypermedia problem-based learning program, over the course of three weeks in their science classes. The effects of the different assessment methods on students solutions to the problem posed in the software, their performance on a factual knowledge test, and their motivational orientation were examined.

**Wood, Kelly Ann** (2004) studied that male high school athletes perceptions of pressures to succeed, coping strategies, and preferred sources of support were examined using an integrated framework of achievement motivation and attribution constructs. Intrinsic and extrinsic motivation related to self-worth and internal and external attributions of pressure directed the inquiry. Interviews with participants (N=8) were analyzed using a modified consensual qualitative research method (Hill, Thompson, & Williams, 1997). Definitions of success included achieving goals, having interest in current activities, and balancing adolescent tasks. Determinants of success included experiencing happiness, reaching process goals, and achieving positive outcomes. Work ethics and values, particularly personal effort and learning, were identified as
tasks for achieving success. Six participants spoke of successful events, revealing an optimistic outlook and satisfaction with their experiences. Nonetheless, participants reported several pressures to succeed, including academics, athletic demands, and student athlete principles (i.e., leadership and preparedness). Participants gave internal, external, and integrative attributions for their pressures. Internal attributions included the athletes’ personal expectations. External attributions included the demands of stockholders (i.e., parents, teachers, coaches, and teammates). Integrative attributions combined internal and external attributions. With regard to pressures, participants expressed feeling overwhelmed and irritable. They referred to insights worries, and/or hindsight, such as looking back at an experience and wishing better performance. Behavioral reactions included approach, avoidance, and assertiveness. Emotions, avoidance problem, and/or appraisal-focused coping strategies were reported. Participants were open to receiving assistance from stockholders, including social and emotional support, academic tutoring, and meeting with athletic role models. Only 2 participants said they would go to guidance counselors or psychologists. The participants reluctance to seek psychological help led to the question of how psychologists can take a more active role in high school athletics. Potential roles of psychologists in community outreach and education for the benefit of high school athletes are discussed. Findings unique to the study in comparison to other studies on student athletes included the following: a greater degree of internal attributions
for success as well as for failures; a dominant theme of the importance of personal effort; and positive help-seeking attitudes.

Veermane, Marjana; Jarvela, Sanna (2004) examined situation-specific coping strategies of students with different achievement goals as they take part in inquiry learning. A case study was conducted in a Finnish elementary school. Ten-year-old students participated in the study. Two types of data were collected: (1) Students self-reported questionnaires on achievement goals, (2) Video data on the students learning processes and social interaction. The results revealed the importance of a situative perspective in instructional design, since the students not only differed in their coping attempts regarding their initial goals but also according to their individual situational interpretations that mediated their active coping attempts. Some of the non-learning-focused students had difficulties engaging in the working procedures. A lack of teacher concrete and precise guidance in both cognitive and motivational sense appeared to explain this phenomenon.

Luster, Tom; Lekskul, Kunlakarn; Oh, Su-Min (2004) addressed a question in this study was; what factors are associated with individual differences in academic motivation among first-grade students who were born to low-income adolescent mothers? Data from a 7-year longitudinal study were used to address the question. First-grade teachers assessed academic motivation for 89 children at the end of the school year. We tested a model that children experiences in the home prior to school entry influence the developmental trajectories of the children; experiences in the home are likely to influence the
cognitive abilities children have when they enter school. More competent children are likely to be more successful on school-related tasks, which in turn, should influence level of motivation in the early elementary grades. The results of a path analysis were consistent with this model. Parenting practices and quality of the home environment during the early childhood period were predictive of children respective language skills at age 4.5 years and achievement in the fall semester of first grade: achievement test scores were, in turn, predictive of academic motivation at the end of first grade. We also expected parental support for achievement after school entry to be related to individual differences in academic motivation, but this hypothesis was not supported.

Deemer, Sandra A (2004) studied that how teachers beliefs about teaching and learning influence their instructional practices and students goals in the classroom is important for understanding how to create learning environments focused on mastery and understanding. Most of the previous research on this topic has investigated these relationships in teachers, classrooms and students at either the elementary, middle or college level. Using this research as a guide, the current investigation examined relationships among teaches beliefs, instructional practices and classroom goal orientations in high school science classroom. Path analysis techniques were used to analyze responses and revealed that personal teaching efficacy and teachers perceptions of a supportive school culture were related to teachers use of instructional practices focused on task mastery and understanding. Teachers perceptions of a
supportive school culture were also related to teachers use of instructional practices focused on competition and to students perceptions of a mastery classroom goal orientation. The use of practices focused on demonstrating ability was related to perceptions of a competitive school culture.

Simons, Morton Bruce (2004) studied that early initiation of drinking increases the lifetime risk for substance abuse and other serious health and social problem. An understanding of the predictors of early initiation is needed if successful preventive interventions are to be developed. Surveys were completed by 1009 sixth grade students at the beginning (Time 1) and end (Time 2) of the school year in four schools in one suburban school district. At Time 1, 55/1009 (5.5%) reported drinking in the past 30 days. From Time 1 to Time 2, the percentage of drinkers increase to 127/1009 (10.9%) of whom 101 were new drinkers. In multiple logistic regression analyses, school engagement was negatively associated and peer influence and drinking expectancies were positively associated with drinking initiation. A significant interaction was found between drinking expectancies and parental expectations. Among sixth graders with high drinking expectancies, those with low parental expectations for their behavior were 2.6 times more likely to start drinking than those with parents with high expectations for their behavior. Positive drinking expectancies were significantly associated with drinking initiation only among teens who believed their parents did not hold strong expectations for them not to drink.
Husman, Jenefer; Derryberry, WPitt; Crowson, HMichael; Lomax, Richard, (2004) examine the relationships among instrumentality, task value, and intrinsic orientation were investigated among undergraduate students. The sample comprised 207 undergraduates who were participating in a lower-division human development course. Results confirm that endogenous instrumentality is an independent construct, which - although related to task value and intrinsic motivation is empirically and theoretically distinguishable. Results suggest that the present orientation of intrinsic motivation and task value (self-reported as measured by the motivational strategy for learning questionnaire) may serve a different motivational function than the more future oriented endogenous instrumentality.

Asawa, Paige; Elizabeth Pateracki (2004) reported that in the information age, technology is an essential tool in education as well as professional careers. However, not all individuals have equal access to develop information and computer literacy. Many of these individuals enter into graduate school unprepared for the tasks that require computer skills such as utilizing library information services, research and document preparation. This hidden disability in graduate schools today results in students who are unable to utilize technology tools in the educational process due to lack of training as well as adverse emotional reactions to technology. Within a mixed method approach, this study first explored students reactions to technology and then provided experiential interventions aimed at reducing students anxiety to technology. There were two phases to the sequential exploratory design. First, three art-
based focus groups explored students emotional reactions to technology. The second expressive experiential intervention phase of the study unfolded in three modules: (1) survey of computer anxiety followed by art-based interventions; (2) computer classroom experiential; (3) survey of computer anxiety and art-based questionnaire. The study included qualitative and quantitative methods, allowing for the triangulation of many sources of data. These data provided the basis for inquiry into the development of experiential interventions aimed at reducing the students anxiety to technology. The outcomes suggested that students are able to express their reactions to technology utilizing the art modality. The most significant of these emotions is anxiety to technology. Art-based interventions were developed to address and reduce the students levels of anxiety to technology. The results of the questionnaire and survey indicated that expressive experiential interventions were successful in reducing the students anxiety to technology. The findings indicated that the intervention process developed in this study successfully diminished the students anxiety to technology. The findings revealed that the art making process created an optimal experience bound together in a metaphor, which enabled the students to diminish their anxiety in order to learn new technology. Many of the students were also able to apply this metaphor to other new learning situations, such as research and clinical practice. These findings have implications for higher education and the field of art therapy in terms of practice and potential policy, including development of recommendations for technology integration.
Zusho, Akane; Pintrich, Paul R; Cortina, Kai S (2005) analyze the relations between achievement motives, achievement goals, and motivational outcomes on a math task were explored in this correlational study of Asian American (n=105) and Anglo American (n=98) college students. Students completed pretest questionnaires about their two motives (motives to approach success and fear of failure) and three achievement goals (mastery, performance approach, performance-avoidance) prior to working on a mathematics task, which was then followed by a post-test questionnaire that assessed students competence perceptions, interest, and anxiety for the task. Asian American students were found to display on average higher levels of fear of failure, performance avoidance goals, anxiety, and math performance than Anglo American student. More importantly, however, structural equation modeling indicated that the relations among motives, goals, and outcomes were similar for the two ethnic groups. These results also revealed that the two achievement motives were differentially linked to mastery, performance-approach, and performance avoidance goals. In addition, the three achievement goals were found to mediate the relations between motives and the outcomes. The results are discussed in terms of the generalizability of a hierarchical model of motivation to both Asian American and Anglo American student.

Malka, Ariel; Covington, Martin V. (2005) examined the perception among college students that school performance is instrumental to future goal attainment, indicated that perceived instrumentality (PI) is a subjectively salient aspect of college students achievement motivation. Study 2 provided evidence
for the structural distinctiveness of PI from self-efficacy, task value, and the achievement goals, and also demonstrated that PI prospectively predicts unique variance in graded performance beyond that accounted for by these motivational variables. Study 3 demonstrated that PI prospectively predicts unique variance in graded performance independently of future time orientation. We argue that a comprehensive understanding of the purposes underlying classroom achievement behavior requires consideration of how school performance may be perceived as instrumental to the attainment of valued life goals.

Bereby Meyer, Yoella; Kaplan, Avi (2005) investigated in two experiments that the effect of achievement goals on the transfer of a problem-solving strategy in 7 and 11 year old children. In the first experiment, motivational priming took place before the learning of the strategy, affecting the learning as well as the transfer of the strategy. In the second experiment, motivational priming took place after the learning of the strategy and before the transfer task, affecting only the process of transfer. Participants self-reported achievement goals suggested that, in both experiments, participants high on performance-approach goals were less likely to transfer the strategy than participants low in performance approach goals. This was found regardless of participants age, perceived ability, and the high level of mastery goals that all participants endorsed.

McNeill, MC; Wang, CK John (2005) explained that sport has become such a powerful global phenomenon that a country like Singapore has set its sights on
becoming one of the top ten sporting nations in Asia. A full sport school will commence in 204 to achieve these aims and to further entice the commitment of potential young stars, a significant reward system has been created. This study examined the motivational types, achievement goals and belief about various aspects of sport in a Singapore secondary school that classified students into sport- and non-sport streams. This study cluster analysed the profile of motivational types and achievement goals in 121 Grade 9 pupils (n= 52 sport stream, n = 69 non-sport stream) aged between 14 and 15 years (M = 14.18 years, SD = 0.48) and examined the differences in their beliefs about the purposes of sport. Results revealed three-distinct clusters with 33% of the sample with an motivated profile, 48% in a highly motivated cluster and 19% in a high task-mastery cluster. These three clusters differed significantly in their beliefs about the purposes of sport. Also, motivated students were less likely to endorse mastery and physically active lifestyle and being a good citizen as purposes of sport compared to the other two clusters (both Ps < 0.05). The main difference between the highly motivated and high task-mastery clusters was that the former were more likely to endorse gaining social status as one of the main purposes of sport (P < 0.05).

Jarvenoja, Hanna; Jarvela, Sanna (2005) reported that the aim of the study was to consider the sources of emotional and motivational experiences of secondary school students (N=18), 12-15 years old, during computer-supported collaborative learning projects. We chose the concept of volition to frame the analysis of the various kinds of descriptions the students give of their
emotional experiences in collaborative inquiry. Process-oriented interviews were conducted during and after lessons, and question dealing with students self-related beliefs and feelings, and the learning environment were asked. The analysis was complemented with a micro-level video analysis of two students working processes. The results show that students descriptions of their emotions had several origins; five different categories were created to describe the various sources of emotional experiences. The case descriptions demonstrate how students express and control their emotions, as well as their motivation.

Yunpeng, H. (2005) examined with 120 college students as objects, the characteristics of the orientation of achievement motivation in normal college students were analyzed. The results showed: (1) There was mainly individual orientation of achievement motivation in normal college students; (2) There were no significant difference in the orientation of achievement motivation between male and female students; (3) There was no significant difference in the orientation of achievement motivation between students from towns and the countryside; (4) There was no significant difference in the orientation of achievement motivation between students from different grades.

Komarraju, Meera; Karau, Steven J. (2005) try to understand the relationship between personality characteristics and academic motivation may be central to developing more effective teaching strategies. The current research examined the relationship between the Big Five personality traits and individual differences in college students academic motivation. Individuals
(172 undergraduates) were asked to complete the NEO Five Factor Inventory (Costa & McCrae, 1992) and the Academic Motivations Inventory (AMI : Moen & Doyle, 1977). Results revealed a complex pattern of significant relationships between the Big Five traits and the 16 subscales of the AMI. Stepwise (forward) multiple regressions further clarified the relationships between personality and three core factors of the AMI (engagement, achievement, and avoidance). Specifically, engagement was best explained by Openness to experience and Extraversion. Achievement was best explained by conscientiousness, Neuroticism, and Openness to experience. Finally, avoidance was best explained by Neuroticism, Extraversion, and by an inverse relationship with Conscientiousness and Openness to experience. Results are interpreted in terms of creating an appropriate fit between teaching modalities and individual difference in students academic motivation due to personality traits. Directions for future research and educational practice are considered.

Russell, Melody L; Atwater, Mary M. (2005) focuses on 11 African American undergraduate seniors in a biology degree program at a predominantly white research institution in the southeastern United States. These 11 respondents shared their journeys throughout the high school and college science pipeline. Participants described similar precollege factors and experiences that contributed to their academic success and persistence at a predominantly white institution. One of the most critical factors in their academic persistence was participation in advanced science and mathematics courses as part of their high school college preparatory program. Additional
factors that had a significant impact on their persistence and academic success were family support, teacher encouragement, intrinsic motivation, and perseverance.

**Eccles, Jacquelynne S.** (2005) focuses on the papers by Nurmi and Aunola and by Spinath and Spinath. I discuss the difficulty in testing the hypothesis that ability self concepts influence developmental changes in learning and task motivation. I point to the following concerns: (1) the difficulty in conceptualizing and then measuring these concepts well; (2) the likely reciprocal relations among the key constructs (i.e., learning and task motivation, self-concepts of abilities, feelings of efficacy, and actual performance; (3) the difficulty in finding the “right” lagged time frame for testing the hypothesis; (4) the need to take into account the developmental changes associated with all of the relevant constructs in designing our studies; (5) the need to take into accounts individual differences in both the course of developmental changes on each of the relevant constructs and the nature of the relations among the constructs; and (6) the importance’s of person-centered approaches.

**Nurmi, Jari Erik; Aunola, Kaisa** (2005) investigated the kinds of motivational patterns primary school students show in terms of the value they place on math, reading and writing, respectively, and the extent to which these patterns are prospectively associated with academic performance, and related to self-concept of ability. Two-hundred and eleven 6 to 7 year old children were examined twice during Grade 1, and twice during Grade 2. On each
measurement occasion, they were assessed on their performance in reading and math, and on their self-concept of ability and task motivation in those skills. The clustering by states analysis for longitudinal data identified four groups of children: those who placed a high value on all three school subjects, i.e. math, writing and reading; those who valued math; those who showed low interest in math; and those who showed a low interest in reading and writing. The results showed further that a decrease in math ability self-concept was associated with moving into a low math motivation group. Moreover, a decrease in reading ability self-concept was related to a move into a high math motivation group. Children who were in the Low math motivation group at time 2 showed less progress in math performance than those in the other groups. The implications of the results for the development and modification of motivation in the school context is discussed.

Spinath, Birgit; Spinath, Frank M (2005) examined the link between general school-related learning motivation and competence beliefs in elementary school children. In a cross-sequential design, the populations of four German elementary schools (total N = 789) were examined over a two-year period. Children completed self-report questionnaires every six months. Absolute (i.e. mean-level) and relative (i.e. correlational) changes in both variables were examined longitudinally. The results show that learning motivation and competence beliefs decreased over the elementary school years. Children’s competence beliefs were moderately to strongly associated with their learning motivation. No evidence for causal determination of learning motivation
through ability perception or vice versa was found at any point in time. Results are discussed with regard to practical consequences for teachers and researches.

Braten, Ivar; Olaussen, Bodil S. (2005) examined whether distinct student profiles emerged from measures of interest, mastery goals, task value, and self-efficacy in samples of Norwegian student nurses and business administration students. Additionally, profile differences in self-reported strategy use and epistemological beliefs were examined, as well as changes in student profiles over one academic year. Distinct groups of participants were identified in both samples. With considerable consistency in student profiles across the two academic contexts. In both contexts, more positively motivated participants consistently reported more use of deeper-level strategies and expressed more sophisticated beliefs about the nature of knowledge and knowledge acquisition. The longitudinal analysis showed that despite overall decreases in adaptive motivation in both contexts, many participants were able to maintain relatively high levels of motivation across the academic year, and, especially among the business administration students, quite a few developed more adaptive motivation over time. Yet, a great many participants in both samples lost some of their enthusiasm and engagement.

Sobral, Dejano T. (2005) reply the comments made what kind of motivation drives medical students learning quests? Researcher have used k-means cluster analysis to identify relatively homogenous groups of students based on their responses to the Academic Motivation Scale (AMS) subscales. The article
gives the AMS subscales mean scores for the students grouped by the 4 specified k-means clusters.


**Zhou, Yong lei; Han, Yu Chang; Zhang, Kan** (2005) set the objective to examine the influence of learning motivation on learning strategy of students in different controlled conditions controlled. They apply the methodology that experimentation of teaching was group-administered to 30 junior middle school students with learning difficulty. Their results were (1) No significant changes were found in the influence of surface motivation on learning strategy. And there was significant influence of intrinsic motivation and achievement motivation on learning strategy, especially the influence of intrinsic motivation. (2) The correlation between the academic achievement of the students with different motivation and learning strategy was significant. But to compare between the students with intrinsic motivation and achievement motivation, the correlation between the academic achievement of the students with surface motivation and learning strategy was lower. Conclusion: To cultivate intrinsic motivation of students with learning difficulty can improve their learning strategies.

**Devahl, Julie; King, Richard; Williamson, Jon W.** (2005) sought to determine whether a greater academic incentive would improve the
effectiveness and student adherence to a 12 week voluntary exercise program designed to decrease students percentage of body fat. They randomly assigned 210 students to 1 of 2 groups with different academic reward structures. The group with the greater reward structure showed better exercise adherence and lost more body fat than those without the additional incentive. These findings suggest that an academic incentive can increase overall student adherence to a voluntary exercise program and can boost the effectiveness of the program in a university environment. The findings also have potential implications for on-campus promotion of physical activity.

Forner, Y; Gbati, K. Y. (2005) try to construct a questionnaire assessing academic motivation, QMTF, has been built for high-school students in Togo, according to the model of a French test (QMF). Academic motivation is a combination of need for achievement, of internal locus of control, and of time perspective. The psychometric characteristics of the new questionnaire, which is presented in an appendix with a standardized distribution, have been observed on a sample of 493 high schools students in Togo. Comparisons between genders and with high school students in France and in Morocco are presented.

Hammer, Elizabeth Yost (2005) reported that social psychological research can be applied easily to teaching and related classroom experiences. Given that the interpersonal aspects of teaching styles are important in student perceptions and motivation, the applications of research on interpersonal relationship is especially useful. Previous research on attributional styles, ego depletion and
relationship styles is considered for its relevance to the faculty-student dynamic. Just as these theories go a long way to inform our teaching, they also inform the scholarship of teaching.

**Guangyuan Sui, (2005)** conducted a study based on Bernard Weiner attribution theory of achievement motivation. In 1989 they trained thirty-eight middle school students on the attribution of achievement for seven weeks, once a week. The result was that the trainees improved their achievement motivation notably. Thirteen years later, they retested their achievement motivation and attribution of achievement. Compared with their colleagues, they were significantly superior in task choosing, behavioral intensity, persistence and attributional tendency. This study reveals that the effect of attributional training for achievement motivation can deeply influence one’s character.

**Hettich, Paul I; Helkowski, Camille (2005)** studied that many students assume that the interview and resume-writing skills they acquire, along with their work experiences, are sufficient for a smooth transition into the workplace. However, these suppositions are incorrect. The nature of work in the American economy has changed so drastically during recent decades that traditional assumptions relating college to career have been challenged. The goals of this book are to: inform undergraduates about personal and professional issues of transition they will encounter after college, provide a conceptual anchor for understanding and interpreting transition issues, and recommend courses of action during the junior and senior years that facilitate transition to life and workplace. The book begins by explaining the stages of
transition and introducing the book’s content with a self-assessment scale. Chapter two examines student preparedness, promotes the importance of jobs, and summarizes a perspective for understanding new employee learning tasks. Students acquire knowledge about psychosocial and cognitive development dimensions that influence transition. The author challenge readers to expand their understanding of intelligence and examine the influence of motivation and learning on performance in college and work settings. Subsequently, the authors explore relationships within personal, work, and community contexts and the connections between academic majors and career and life choices. The book concludes with a review of main themes readers can apply to daily living and a positive message about achieving optimal experiences.

Gong, Yaping; Fan, Jinyan (2006) introduced in longitudinal study the goal orientation theory to the study of cross-cultural adjustment. The authors examined relationships among dispositional goal orientation, domain-specific self-efficacy, and cross-cultural adjustment. Results indicated that a learning orientation was positively related to sojourners academic and social self-efficacy, whereas a performance orientation was negatively related to sojourners social efficacy sojourners academic and social self-efficacy were positively related to academic and social adjustment, respectively. A learning orientation was positively related to academic and social adjustment, and the relationship was mediated by self-efficacy. A performance orientation was not related to adjustment. Finally, academic adjustment was positively related to
grade point average. The authors discussed implications for research and practices.

**Macy, Rebecca J; Nurius, Paula S ; Norris, Jeanette** (2006) used an investigation of 202 college women who completed a survey about coping with sexual aggression from a known male assailant, the authors examined assailant behaviors, along with Women’s victimization history, alcohol use, positive relationship expectancies, and sexual assertiveness, to clarify how these factors shape women’s responses to acquaintance sexual aggression. Multivariate regression analyses showed that these factors and assailant actions accounted uniquely and cumulatively for women’s responding. Rape avoidance and resistance training programs can benefit by using a two-pronged approach: by targeting factors that impede and promote women’s assertion and by helping women anticipate and respond to assailant actions.

**Power, Thomas J; Werba, Branlyn E ; Watkins, Marley W ; Angelucci, Jennifer G; Eiraldi, Ricardo B,** (2006) investigates patterns of homework problems, as assessed by parent reports on the Homework Problem Checklist (HPC), among children in general education and those referred to an evaluation and treatment program for attention-deficit / hyperactivity disorder (ADHD). In studt 1, parents of general education students in grades 3 through 6 (n = 675) completed the HPC. An exploratory factor analysis revealed two salient factors: Inattention / Avoidance of Homework (Factor I), and poor productivity / Nonadherence with Homework rules (Factor II) Study 2, an exploratory factor analysis of a clinic-referred sample (grades 1 through 8 ; n = 356), uncovered a
factor structure that was highly similar to that of the general sample. For purposes of validation, the HPC factors were correlated with subscales from the Behaviour Assessment System for children-parent and teacher ratings scales. These correlations demonstrated that Factor I was primarily related to aspects of homework functioning that are readily observable by parents (e.g., inattention, avoidance of work, and anxiety during homework); Factor II was primarily related to aspects of homework functioning that are observable by both parents and teachers (failure to accurately record homework assignment, and failure to complete and submit homework). The two-factor model is a useful way to conceptualize homework problem and has important implications for future practice and research aimed at improving assessment and intervention for children with significant homework difficulties.

Davis, Andrew S; Kruczek, Theresa; Mcintosh, David E. (2006) investigating psychopathology in school-aged children is a topical discussion given the recent increased focus of the U.S. government and professional psychology on this issue. In the last 5 years, the Surgeon General of the United States (satcher, 2000) and the president’s New Freedom Commission on Mental Health (2003) both addressed the need for schools to actively participate in the treatment of children’s mental health disorders. Further, psychologists were charged with transforming mental health aware for children and families by promoting collaboration between school, families, and communities; identifying empirically supported interventions; and enhancing culturally competent care for children and teens (P. Tolan & K. Dodge, 2005.)
To achieve these goals, mental health professionals in the schools need to be able to understand and effectively treat psychopathology in the school setting. School-based treatment of psychopathology should be based on effective collaboration and grounded within the cultural context of the student population. A comprehensive understanding takes into account the biological basis of these disorders and factors influencing risk and resiliency. Treatment needs for these students often combine traditional therapies and psychopharmacology. Within a comprehensive system of care, specific disorders such as Reactive Attachment Disorder, Early Onset Bipolar Spectrum Disorder, Posttraumatic stress Disorder depression and anxiety can and should be treated in schools.

Welsh, Robert (2006) used a multimodal qualitative methodology to provide a scholarly treatise on the socialization process of an elite law and business school. Schleef demythologizes the horror of first-year law school and provides reassuring evidence that students will not have an experience like that depicted in the epic accounts of one (Turow, 1997) or The Paper chase (Thompson & Bridges, 1973). Schleef describes these mythical accounts that echo through the anticipating minds of prospective law students as a “litmus test” to the prospective elite. If the student can handle the anticipatory anxiety associated with the socialization process, then he or she can handle the rigors of law school. One of her many interesting findings was that those who engaged in anticipatory socialization (i.e., starting the process of socialization into law and business school before they enter) are the ones most likely to take jobs of
“least resistance” that is, high-powered positions. In contrast, she found that those who had too little or too much anticipatory socialization had a more difficult transition into the elite graduate school. Schleef found that students who were over-socialized prior to entering law or business school arrived cynical and were more likely to end up in nontraditional occupations. One of the most interesting findings in this book is how the students interacted with the graduate socialization process. At the beginning of the program they enter as hopeful students anticipating the “browbeating” of the Socratic method and an impossible workload, whereas at the end they leave the program as elite professionals. For the psychologist, this book underscores the necessity of doing qualitative research to understand individual and group motivation. The depth of the data revealed in this book could never be obtained from a quantitative methodology. After reading this book, I felt as though I understood, from an insider perspective, how the socialization process occurs and how power and privilege are maintained in elite professions. Reading the book, one experiences some of the students pressures, hopes, cynicism, and frustration.

On the basis of the above reviews, the following conclusions can be made.

The above studies can be divided into three parts:

The first deals with the achievement motivation, assertiveness and anxiety of professional and non-professional college students.
The second part deals with the sex differences on achievement motivation, assertiveness and anxiety of professional and non-professional college students.

The third part studies the relationship between n-ach, assertiveness and anxiety of subjects.

The above findings revealed that:

There are significant differences in achievement motivation scores between gender, SES, area of residence etc.