CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

This chapter deals with the review of related literature. It is an attempt to discover relevant material in the area of study. Researcher needs up-to-date information about the area in which researcher is interested to know what has been done and what others are doing in the same area or field. It forms the basis for justification in selection of a problem. It acquaints the researcher with the current knowledge in the field in which the investigator is investigating the problem and also enables the investigator to delimit the study.

Review of related research helps the researcher to avoid useless problem areas and to confine the study in the area where some useful findings will add to the knowledge or field of study. Review also helps to design the study in terms of methodology keeping in view the economy and time constraints.

In the words of Best and Kahn (1992), “The review of related literature is a valuable guide to define the problem, recognizing its significance, suggesting promising data gathering devices, appropriate study design and also sources of data”.

In the present chapter the investigator attempts to present the literature and related studies pertaining to the variables under study. The review is presented in four areas:

1. Studies related to Emotional intelligence and other variables.
2. Studies related to Mental health and other variables.
3. Studies related to Achievement motivation and other variables.
4. Studies related to Socio-economic status and other variables.
2.1 STUDIES RELATED TO EMOTIONAL INTELLIGENCE AND OTHER VARIABLES

Martinez and Manuel (1998) studied the parental inducement of emotional intelligence imagination. Eleven to fifteen years children were studied to assess their perception of their parental influence on their emotional intelligence. Results of the study showed positive effect on emotional intelligence.

Dulewicz and Higgs (2000) reviewed the literature on the emotional intelligence subject and attempted to define this construct using competency based and personality factor scales. In an exploratory study the reliability and construct and predictive validity of these scales were investigated. An emotional intelligence scale based on 16 relevant competencies showed highly promising reliability and validity. The overall results showed that the emotional intelligence can be measured more effectively by performance analysis than classic paper and pencil tests and also supported the proposition that combination of emotional intelligence and intelligence quotient is a more powerful predictor of success than either measure alone.

Newsome, Day and Catano (2000) conducted a study to find out the relationship between emotional intelligence, cognitive ability and personality with academic achievement. Cognitive ability and personality were found to have significant relationship with academic achievement but emotional intelligence was found not to be significantly related to academic achievement.

Watkin (2000) aimed to inform practioners about emotional intelligence inventory and provide some indication as to its potential. The article concludes from the macro level and considers how to develop an emotionally intelligent organization.

Vanderzee, Thifs and Schakel (2002) examined the relationship of self and other ratings of Emotional intelligence with academic intelligence and personality as
well as incremental validity of emotional intelligence beyond academic intelligence and personality in predicting academic and social success. 116 students were taken for the study that filled related measures. Findings of the study showed that emotional intelligence dimensions were able to predict both academic and social success above traditional indicators of academic intelligence and personality.

Zeiduer, Roberts and Mathews (2002) critically reviewed the role of emotional intelligence in the educational and school context. The study claimed that the role of emotional intelligence as a predictor of school success and adjustment exists beyond that predicted by intelligence and personality factors. Currently the successful schooling of emotional intelligence is still undermined.

Maree and Elbersohn (2002) examined the possible meaning of the construct emotional intelligence. The term is used to explain individual differences associated with life success, differences that are not significantly measured with traditional intelligence measuring instruments. Emotional intelligence includes social deftness, emotional stability, compassion and integrity. It is defined as the ability to motivate oneself, to persist in the face of frustrations, to control impulse and delay gratification to regulate one’s moods to keep distress from interfering with the ability to think, to empathize, to hope, to perform and to be creative.

Barchard (2003) carried the study to examine the predictive role of emotional intelligence on academic achievement. The sample was taken from the psychology students of undergraduate level. Predictive validity of emotional intelligence was compared with the predictive validity of traditional cognitive abilities and the big five dimensions of the personality. In addition, the incremental validity of each of these three domains was asserted. Findings showed that only some measures of emotional intelligence predicted academic success and none of these measures showed
predictive validity for academic success over and above the cognitive and personality traits. It may be due to overlap between many measures of emotional intelligence and traditional measures and personality limits their predictive validity in this context.

**Chouhan and Bhatnagar (2003)** studied the assessing emotional maturity, emotional expression and emotional quotient of adolescent male and female students. Findings of the study showed that female students have higher emotional expression and emotional quotient than their male counterparts.

**Bansibihari and Pathan (2004)** studied the level of emotional intelligence of secondary school teachers in relation to gender and age. For this study a sample of 500 secondary school teachers of both rural and urban locale from Dhule District of Maharashtra were taken for the study. The findings of the study showed that 98.4% of the teachers where having low level of emotional intelligence. Also results showed no significant difference between male and female teachers in levels of emotional intelligence and age is independent of emotional intelligence. So it is inferred that there is no relation between ages of the teachers to their emotional intelligence.

**Petrides, Frederickson and Fumham (2004)** studied the role of trait emotional intelligence on academic performance and deviant behavior at school on sample of 650 students in British secondary schools and showed that trait EI moderated the relationship between cognitive ability and academic performance and students with high trait emotional intelligence were less likely to be absent and excluded from the school.

**Parker, Ronald, Barnhart, Wood and Bond (2004)** studied the relationship between emotional intelligence and academic achievement in high school students. Six hundred sixty-seven students attending high school in Huntsville, Alabama were selected for the sample. Emotional quotient data obtained through emotional quotient
inventory was matched with the academic records at the end of the year. Findings of the study showed that academic success was strongly associated with several dimensions of the emotional intelligence.

Parker, Summerfeldt, Hogan and Majeski (2004) studied the relationship between emotional intelligence and academic achievement by examining the transition from high school to university. During the first month of classes, 372 first year full time students at Ontario University completed the short form of emotional intelligence inventory. At the end of the year the emotional intelligence data obtained was matched with the students’ academic record. Predicting academic success from emotional intelligence produced divergent results depending on how the emotional intelligence variables were operationalised. Results of the study showed that academically successful students had significantly higher levels of emotional intelligence. Findings also showed that emotional intelligence plays an important role in the successful transition from school to university.

Drago and Judy (2004) studied the relationship between emotional intelligence and academic achievement in non-traditional college students. This study included emotional intelligence, achievement motivation, anxiety and cognitive ability as predictor variables for academic achievement. Results of the study showed that emotional intelligence is significantly related to certain emotional intelligence abilities. No significant relation however was found between emotional intelligence and achievement motivation.

Abdulla, Elias, Mahyuddin and Uli (2004) studied the relationship between the level of emotional intelligence and their level of negative affect towards specific school tasks and academic achievement. Research findings indicate that there is linear negative relationship between students’ level of emotional intelligence and their level
of negative affect towards specific school tasks and positive linear relationship between emotional intelligence and academic achievement. Findings also indicate positive relationship between emotional intelligence and gender differences.

**Austin, Evans, Goldwater and Potter (2005)** studied the emotional intelligence, empathy and exam performance in first year medical students. 156 students completed the emotional intelligence and physician empathy and the results revealed that females scored significantly higher than males on emotional intelligence. Exam performance was also positively and significantly related to emotional intelligence score in the autumn term but there was no association between emotional intelligence and exam performance later in the year. Results also showed the direct effects of gender and emotional intelligence on autumn term but no direct effect on other term exams. Thus it is concluded that there is a limited evidence for a link between emotional intelligence and academic performance for this group.

**Dhull and Mangal (2005)** stated that emotional competent teacher is the heart and soul of any educational programme and venture. They stated that success of an educational programme and the development of emotional intelligence among our children depends a lot on the level of emotional intelligence and competencies of a teacher.

**Remould (2006)** assess the effectiveness of the Enneagram educational programme on the emotional intelligence. A sample of 40 student teachers from the B.Ed. colleges of Jharkhand was selected at random for the sample. Twenty student teachers of Bethesda B.Ed College Ranchi were selected randomly for experimental group and 20 student teachers of Ursuline women’s T.T.C. Lohardaga were selected randomly to form the control group. The results of the study showed the significant
difference between the mean scores of emotional self awareness, emotional expression, emotional awareness of others, creativity and interpersonal connections.

Sridhar and Badiei (2007) examined the level of teacher efficacy and emotional intelligence of primary school teachers in relation to gender, age and educational level. The study found that mean obtained for emotional quotient was 202 which is under moderate category of emotional intelligence. It was also found that there is no significant difference between the means of teacher efficacy and emotional intelligence with reference to gender and educational level. In respect of age variable significant difference has been observed.

Darsana (2007) studied the relationship between emotional intelligence and achievement facilitating variables. Results of the study showed a significant relationship between emotional intelligence and achievement facilitating variables.

Adyeyemo (2007) studied the moderating influence of emotional intelligence on the link between self efficacy and achievement of university students. Three hundred undergraduate students at the University of Ibadan, Nigeria were taken for the sample. The results of the study showed that emotional intelligence and academic self efficacy were significantly correlating with academic achievement. Moderating effects of emotional intelligence on the relationship between academic self efficacy and achievement was established. On the basis of findings, it was suggested that emotional intelligence should be integrated into undergraduate level curriculum.

Suresh and Venkatammal (2007) examined the relationship between emotional intelligence and preferred conflict management style among hospital nurses. A sample of 94 nurses was selected and the results indicate that collaborating and compromising styles had positive relationship with emotional intelligence.
Chanderasekaran (2008) studied the influence of parental style on emotional intelligence of adolescent boys and girls and found that emotional problems significantly impair performance of students on several school competencies. Findings suggest that improved parenting can positively influence adolescent performance in school and their mental health. Results further showed that parental style is relatively more important predictor of emotional quotient than the marital relationship of the parents. Also mothers’ realistic expectation has direct effect on the EQ of adolescent boys and mothers who used moderate discipline have significant effect on EQ of adolescent girls. Results with respect to father were found that indulgence was significant in influencing EQ of adolescent girls and boys apart from moderate love and warmth. Fathers play an important role in emotional development than mothers.

Downey, Mountstephen, Lloyd, Hansen and Stough (2008) studied the relationship between emotional intelligence and scholastic achievement in Australian adolescents. 209 secondary school students in which 86 were males and 123 were females completed the adolescent Swinburne university emotional intelligence test and academic achievement data was collected for all the subjects from year seven to eleven. Academic success was found to be associated with higher levels of emotional intelligence. Results also showed that dimensions of the SUEIT differentially predicted secondary school subject grades. Emotional management and control was found to predict significantly maths and science. It was concluded that the development of emotional intelligence may offer educators significant opportunity to improve scholastic performance and emotional competence.

Ramganesh and Johnson (2008) stated in their article of emotional intelligence of teacher educators that teachers particularly need to develop emotional
skills because teachers are the people who handle students teacher with emotions. Teacher educator is the one who carefully produces teachers. In fact teacher educators must be highly responsible in developing emotional skills.

**Suresh** and **Joshi (2008)** studied the emotional intelligence as a correlate of stress of student teachers and found a significant relationship between emotional intelligence and stress and conclude that individuals having high emotional intelligence may have low stress and this will directly contribute to the positive development of the individual and the society.

**Indu (2009)** studied the emotional intelligence of secondary teacher trainees and for the study 502 teacher trainees were selected and assessed for their emotional intelligence. The findings of the study showed that majority of the teacher trainees possessed average emotional intelligence and also there was no significant difference in the emotional intelligence with respect to gender, type of family and type of institution.

**Saluja** and **Narendra (2009)** stated that emotional intelligence is the salient partner of rational intelligence equal in importance, yet frequently overlooked and rarely schooled. They stated that studies have shown that IQ is innate but EQ can be developed and nurtured by developing self awareness, regulating emotions, motivating one-self and managing relationships.

**Lather (2009)** stated that emotional intelligence is the driving force that affects personal success and interactions with others.

**David** and **Roy (2010)** conducted the study to examine the emotional intelligence on teacher competencies at secondary school level. Eighty secondary school teachers from Secunderabad were taken for the study. The findings reveal a moderate relationship between emotional intelligence and teacher competencies.
Teacher competencies among high and low emotional intelligence teachers were also found to be significant.

Sailuja and Devi (2010) conducted a study on perceived self efficacy and emotional intelligence of adolescents. Results of the study showed that adolescents with low, middle and high efficacy have below average, average and above average emotional intelligence respectively. High efficacy students were having better emotional intelligence than middle and low efficacy students.

Kattekar (2011) carried out a comparative study of intelligence quotient and emotional quotient on achievement in Kannada language and the findings suggest that boys have higher emotional quotient than girls and also urban school students have higher emotional quotient than their rural counterparts. Findings also reveal that urban students have higher achievement in Kannada language.

Mavroveli, Jose and Ruiz (2011) studied the trait EI influences on academic achievement and school behavior. Results of the study showed that higher trait EI scores were related to more nominations from peers for prosocial behavior and fewer nominations for antisocial behavior as well as lower scores on self reported building behaviors. Also findings showed that SEN students scored lower on EI trait compared to students without SEN.

Alam (2012) studied emotional intelligence, self efficacy and career maturity among the students of Hyderabad city. Results showed significant relationship between career maturity, emotional intelligence and self efficacy and there was difference between government and public school students with public school students showing high levels of career maturity, emotional intelligence and self efficacy.
Kumar and Patil (2012) studied emotional competencies of secondary school teachers in relation to their qualifications and streams of teaching. Findings showed no significant difference between emotional intelligence of secondary school teachers in relation to their qualification and faculty.

Shelley and Appachhu (2013) studied relationship between emotional intelligence and academic achievement among college students. Results of the study showed significant correlation between emotional intelligence and academic achievement of boys but there was no significant correlation between emotional intelligence and academic achievement of girls of various undergraduate courses.

Thomas and Paul (2013) studied relationship between positive and negative affectivity, emotional intelligence and marital satisfaction. Findings of the study showed positive relation between positive affectivity, emotional intelligence and marital satisfaction and no relation between negative affectivity, emotional intelligence and marital satisfaction.

Jenaabadi (2014) studied the relation between emotional intelligence and self esteem with academic achievement. Findings of the study showed that emotional intelligence and self esteem of students had no effect on their academic achievements.

Rather (2014) studied the influence of emotional intelligence on academic achievement and achievement in other school subjects. The study was conducted on 544 secondary school students, selected through stratified random sampling technique to find the influence of emotional intelligence on academic achievement and achievement in other school subjects. The investigator hypothesized that there was no significant mean difference between different categories of emotional intelligence with respect to academic achievement and achievement in other school subjects. In fact, the investigator found that there was a significant mean difference between
different categories of emotional intelligence with respect to academic achievement and achievement in other school subjects. It was found that there was a difference in academic achievement and achievement in other school subjects among secondary school students and achievement increases with the increase in emotional intelligence.

Latha (2014) studied emotional intelligence and self esteem in relation to gender, type of college and subject of study. Findings of the study showed no significant difference between gender, type of college and subject of study. Findings also showed significant difference in type of secondary schools on both emotional intelligence and self esteem.

Yadav (2014) studied the emotional intelligence, creativity and their impact on academic achievement of senior secondary class students. Results showed no significant relationship between emotional intelligence and creativity. Also there was significant impact of emotional intelligence on the students in 76 and above category but there was no significant impact on students in 51 and 75; 50 and below category.

Rani and Kaur (2014) studied academic achievement of teacher trainees in relation to their emotional intelligence. Results showed significant relationship between emotional intelligence and academic achievement of teacher trainees.

2.2 STUDIES RELATED TO MENTAL HEALTH AND OTHER VARIABLES

Anthony and Unger (1991) stated that young adults with a long term mental illness have been a challenge to mental health program and further stated that supported educational program is designed to present young adults with a programming resource which is totally different from existing mental health and rehabilitation programs. Study confirmed the positive change in young adults with a long term mental illness who received a supported educational program.
Sengupta (1993) studied the effects of teachers influence upon mental health of pupils and found that teachers with direct influence lead to low feelings of security, low activity level and low intelligence than indirect teachers.

Weist, Paskewitz, Warner and Flaherty (1996) studied the treatment outcome of school based mental health services for urban teenagers in Baltimore. Findings of the study revealed that treated students showed significant improvement in self concept and decreased depression scores than the comparison group who do not get treatment.

Tickoo and Jagdish (1997) studied the relationship between mental health and achievement motivation among school students and found that achievement motivation was positively associated with mental health.

Durlak and Wells (1997) studied the primary mental health programmes for children and adolescents. They used meta-analysis to review 177 primary prevention programmes designed to prevent behavioral and social problems in children and adolescents. Findings of the study provide empirical support for further research and practice in primary prevention. Programmes modifying the school environment individually focused mental health promotion efforts and attempts to help children negotiate stressful transitions yield significant mean effects ranging from 0.24 to 0.93. Most categories of programmes had the dual benefit of significantly reducing problems and significantly increasing competencies.

Accordino, Accordino and Slaney (2000) studied the relationship of perfectionism with measures of achievement and mental health aspects of depression and self esteem in high school students. Results of the multiple regression analysis indicated that students’ personal standards were significant predictors of academic achievement. Analysis of the relationship between perfectionism and depression and
self esteem found that as students’ personal standards increased, their level of depression decreased and self esteem increased.

Ciarrochi, Deane and Anderson (2002) studied that emotional intelligence moderates the relationship between stress and mental health. Study emphasized that emotional intelligence would make a unique contribution to understanding the relationship between stress and three important mental health variables depression, hopelessness and social ideation. Three hundred two university students participated in a cross sectional study that involved measuring life stress, objective and self reported emotional intelligence and mental health. Regression analysis revealed that stress was associated with: 1) Greater reported depression, hopelessness and social ideation among people in high emotional perception compared to others. 2) Greater suicidal ideation among those low in managing others emotions.

Gurubasappa (2005) studied the relationship between the mental ability and the academic achievement on the secondary school students of Tumkur District of Karnataka. It was found that students with different levels of mental abilities differ in academic achievement. Also it was found that there is a positive correlation between mental ability and academic achievement.

Spernak, Schottenbauer, Ramey and Ramey (2006) studied the child health and academic achievement among former head short children. Findings of the study showed that children in poor general health had significantly lower achievement scores than children in good health. Results also revealed that general and mental health were significantly and independently associated with academic achievement scores.

Puskar and Bernardo (2007) stated that the mental health problems can affect the school performance and academic achievement. When mental health
problems are not recognized, students may be unable to reach their academic potential. School nurses are in a key position to provide interventions to address mental health and academic achievement.

**Murray, Low, Hollis, Cross and Davis (2007)** studied the coordinated school health programmes and academic achievement and indicated that school health programmes aligned with the coordinated school health programme model improve academic success. A multidisciplinary panel of health researchers searched the literature related to academic achievement and elements of the coordinated school health programme to identify scientifically rigorous studies of interventions. Results of the study showed positive effect on some academic outcomes from school health programme. Strong evidence also exists for a lack of negative effects of physical education programs on academic outcomes. Limited evidence from scientifically rigorous evaluations support the effect of nutrition services, health services and mental health programmes, but no such evidence is found in the literature to support the effect of stall health promotions programme or school environment interventions on academic outcomes.

**Ediger (2008)** stated that quality mental health is silent for all students and said that each student needs to focus on achieving worthwhile learning rather than be distracted by ineffective class or school environment.

**Ghufran (2008)** studied the mental health of adolescent working as labours in carpet technology. The study investigated the mental health of adolescents who had spent their childhood working as labours in carpet industry in Bhadohi. Hundred twenty subjects with age range from 14-16 years were selected randomly. Out of 120 subjects, 60 were labours and 60 non-labours. Mental health inventory developed by Jagdish and Srivastava was administered to collect data. Findings of the study showed
the significant difference between labours and non-labours on positive self esteem, perception of reality, integration of personality, autonomy and environmental competence. It was found that there was a difference between overall scores of mental health among labours and non-labours and mean score of labours was significantly lower than non-labours.

**Usha and Rekha (2009)** designed a study to investigate the emotional competence and mental health as predictor of academic achievement among the secondary school students. Five hundred thirty students of Thrissur and Ernakulum Districts of the Kerala were selected randomly on the basis of gender, type of management of school and locality. Findings of the study revealed that both emotional competence and mental health have high correlation with achievement.

**Kirankumar and Reddy (2010)** studied the effect of gender, locality of residence and level of education on mental health status among high school and college going students and the results showed significant relation between the locality of residence and level of education on mental health. However no significant difference was observed among male and female students with respect to mental health.

**Rothon, Head, Klineberg and Stansfeld (2011)** studied the effects of bullying on the educational achievement and mental health of adolescents at secondary schools in East London. Findings of the study showed that bullied adolescents achievement was less compared to non bullied adolescents and bullied boys were more likely to exhibit symptoms than not bullied. It also showed that high level of social support from family were important in promoting good mental health.

**Gholamitooranposhti (2012)** studied the teachers mental health and the results showed that retarded student’s teachers face with less mental health.
Sam and Minikumari (2012) studied mental health status of Tsunami affected students and findings showed moderate mental health status. Also the loss due to Tsunami influenced the mental health of Tsunami students.

McLeod, Uemura and Rohrman (2012) studied adolescent mental health, behavior problems and academic achievement. Results of the study showed that the social consequences of mental health problems are not the inevitable result of diminished functional ability but rather, reflect negative social responses. The results also encourage a broader perspective on mental health by demonstrating that behavior problems increase the negative consequences of more traditional forms of distress.

Mock (2013) studied the advancing school based mental health for Asian American pacific islander youth and stated that mental health needs of children and family continues to grow, so the prevention, early intervention and clinical treatments should also be enhanced to meet the demands of the present situation. Study further stated that the increase in cultural, ethnic, racial and linguistic diversity of children creates additional challenges and schools need to tackle down it through counseling and mental health program to prevent the high profile incidents.

Jin, Nazeem, Cushon and Lim (2013) examined the links between depression and multilevel factors among Saskatoon elementary school children. 4200 students participated in the survey and the findings of the study showed that the difference of depression exists among schools and students. Schools refusal behavior such as being suspended from the school was among the main factors contributing to the difference between schools.

Mara, et al. (2013) examined whether stigma toward mental illness decreased for youth after participation in focus group in a school based mental health promotion program called Youth Net (YNFGs). A total of 296 students from 6 high schools
participated in a randomized controlled trial completing questionnaire that measured stigma and depression. Mental illness stigma decreased for the participants in the intervention group in low need schools only.

Meena and Bunker (2013) studied employee’s mental health and organizational commitment among technical and non-technical medical staff. Findings of the study showed no significant difference between technical and non-technical staff.

Bostani, Nadri and Nasab (2014) studied the relationship between mental health and academic performance of students of the Islamic Azad University Ahvaz branch. Study was confined to athletic and non athletic students of Islamic Azad University, Iran. 200 students including 100 athletes and 100 non athletes were selected for the study randomly. Results showed that general health and some of its components such as depression and anxiety had a significant relationship with academic performance.

Dougan (2014) studied the school related and social emotional outcomes of providing mental health services in schools. The study evaluated the student outcome results of expanded school mental health needs. Results showed that significant positive improvements in students who received ESMH services.

Kadam (2014) studied mental health and quality of life among cleaning workers of Kolhapur Municipal Corporation and results showed no significant correlation between mental health and quality of life among cleaning workers.

Babu (2014) studied the status of mental health among teacher educators in Telangana region of Andhra Pradesh. The sample of the study was 400 teacher trainees selected through random sampling technique. The findings of the study were that female teacher educators had a better mental health compared to that of male
teacher educators. There was no significant difference in mental health of teacher educators with reference to their age, marital status, experience and location. Findings of the study also showed that mental health of teacher educators having 3-5 years of experience was better than those having 10 years of experience and mental health of private and rural college teacher educators was better.

Daneshnia and Raj (2014) examined the effectiveness of stress inoculation training on mental health of students. Sample comprised of 300 female students among them 30 with low mental health assigned experimental group and control group – 15 each. Pretest posttest results revealed that there was increase in mental health and decrease in symptoms of mental health with stress inoculation training.

Sing, Kumar, Sharma and Nehra (2014) conducted the study to examine the burden in parents of children with mental retardation. The study comprised the sample of 100 parents selected randomly, 50 each of mentally retarded and mentally healthy children. The results of the study showed a significant difference between study group and healthy group. It was found that there was a significant higher level of burden on parents with mental retarded children than on parents with mentally healthy children.

Ahmad and Singh (2014) studied the life satisfaction and mental health of aged with reference to North Bihar. Sample of 200 people were selected randomly comprising 100 males and 100 females. Results of the study showed a significant difference between men and women in terms of life satisfaction and mental health and results also showed that men were having higher level of life satisfaction and mental health than women.

Kaur and Arora (2014) studied academic achievement in relation to mental health of adolescents. 300 adolescents (150 rural and 150 urban) belonging to Ludhiana and Moga were selected for the sample. Results of the study showed
positive and significant relation between academic achievement and certain dimensions of mental health.

2.3 STUDIES RELATED TO ACHIEVEMENT MOTIVATION AND OTHER VARIABLES

Sharma (1990) studied need motives as a function of job status and cognitive style. Sample comprising of 91 managers and 90 workers selected from the Bhilai steel plant in Madhya Pradesh through systematic random quota sampling technique. Findings of the study showed a weak relationship between cognitive style and the four need motives.

Koopman (1993) studied achievement motivation and learning of secondary school pupils in relation to academic achievement in Namibia. Results showed that intrinsic learning and achievement motivation correlate high in general than extrinsic learning and achievement motivation with academic achievement.

Benno and Michael (1995) studied achievement motivation, gender and SES among SC students. Findings of the study showed that there is significant difference in achievement motivation and SES among SC. No significant difference was seen on the basis of gender among SC students. Stepwise multiple regression showed that gender, SES and achievement motivation were significant predictors of academic achievement.

Khan (1996) studied the need achievement and SES of gifted achievers and under achievers in rural Kashmir. Findings of the study showed that underachievers had low need achievement and preferred external reward when successful. Also gifted achievers had high SES in comparison to under achievers.

Marion, Eppler and Harju (1997) studied the relationship between achievement motivation goals and academic performance in 262 undergraduate
students grouped by traditional and non-traditional status. Goal orientations were better predictors of academic success than student status and were positively related to successful academic performance for both groups. The relationship between performance goals and academic success was less straightforward, but students who rated both goal orientations as relatively weak had the lowest GPA scores. Both traditional and no-traditional students differed on variables that were inversely related to academic performance.

Tickoo and Jagdish (1997) studied the relationship between achievement motivation and mental health. Findings of the study showed that achievement motivation was positively and significantly related with mental health.

Mohanty (1998) studied the comparative role of self concept, achievement motivation and test anxiety as predictors of academic achievement and the findings of the study showed that achievement motivation has a considerable impact on academic achievement.

Montgomery (1999) studied the development of the scale of academic motivation and the results showed that academic motivation was highly related to academic performance.

Ross (1999) studied the relationship among academic achievement motivation, motive orientation and ability achievement differences in reading. Seventy-one students from 4th and 5th grade were selected for the study from elementary schools in Alabama and Arizona and the findings of the study showed positive relationship academic achievement motivation, motive orientation and ability achievement.

Densie, Michael and Slaney (2000) studied the relationship of perfectionism with measures of achievement and achievement motivation and mental health aspects
of depression and self esteem in high school students. Results of multiple regression analysis indicated that students’ personal standards were significant predictors of academic achievement. Students’ personal standards also significantly predicted achievement motivation. Analysis of the relationship between perfectionism and depression and self esteem found that as students personal standards increased, their level of depression decreased and self esteem increased.

Robinson-Heath (2001) studied achievement motivation among Afro-American achieving and under achieving students. Results showed that urban low SES African American students achieved higher than classified under achievers. Also intra group similarities and differences on achievement motivation exist in low income, inner city African American elementary school students and are linked to academic achievement.

Kovach (2002) studied the influence of ethnic identification on adolescent achievement motivation and the results showed that those who had strong ethnic identity were more motivated towards achieving academically than their peers.

Amirault (2003) studied effectiveness of two instructional treatments on student achievement motivation and cognitive reasoning process in a complex concept domain. Results showed significant positive differences for transfer performance and motivation levels. Findings also suggest a positive impact on student achievement motivation and cognitive reasoning process by instructional treatments.

Shiranganvi (2007) studied the relationship between cognitive style, classroom environment, achievement motivation and achievement in physics and the findings showed that boys were high on achievement motivation than girls and achievement motivation increases the achievement in physics of secondary school students.
Hustinx, Kuyper, Werf and Dijkstra (2009) conducted a study to demonstrate the predictive power of achievement motivation and study indicated that achievement motivation predicted educational attainment and achievement. Results also showed a constant decrease in achievement motivation with age.

Busato, Prins, Elshout and Hanaker (2009) studied the intellectual ability, learning style, personality and achievement motivation as predictors of academic success in higher education. Correlation analysis partly confirmed and partly disconfirmed the expectations in a sample of 409 first year psychology students. Results showed that intellectual ability and achievement motivation are positively associated while learning style has no positive association with academic success.

Umadevi (2009) studied relationship between achievement motivation, emotional intelligence and academic achievement. Results of the study showed a positive relationship between emotional intelligence, achievement motivation and academic achievement. Also male and female; science and arts students do differ in their emotional intelligence, achievement motivation and academic achievement.

Alam (2009) studied the relationship between creativity and achievement motivation. A sample of 450 students studying in class 10th was selected for the sample and the data was collected through survey method. Findings of the study revealed that there is a significant positive relationship between creativity and academic achievement and also significant relationship was found between achievement motivation and academic achievement.

Turner, Chandler and Heffer (2009) studied the influence of parental style, achievement motivation and self efficacy on academic performance in college students. Sample of 264 students were selected for the study. Results of the study showed that authoritative parenting continues to influence the academic performance
of college students and both intrinsic motivation and self efficacy predicts academic performance.

**Bakar, Tarmizi, Mahyuddin, Elias, Luan, Fauzi and Ayub (2010)** studied the achievement motivation, attitude and student academic performance with respect to academic achievement. The research design was descriptive correlation and 1484 students among them 1102 females and 382 males were selected for the sample. Results of the study showed a positive and significant correlation between the students’ attitude and academic achievement. However, a negative and low correlation was observed between students’ achievement motivation and their academic achievement.

**Shaheen, Jahangir, Andaleeb and Bano (2010)** studied type ‘A’ behavior and achievement motivation in women in medical and teaching. One hundred seventy professionals were selected for the study. Results indicated that type ‘A’ women obtained significantly higher mean scores on achievement as compared to type ‘B’ women.

**Kenny, Walsh-Blair, Blustein, Bempechat and Seltzer (2010)** studied workplace. Autonomy support, achievement related beliefs and achievement motivation among urban adolescents. Results of the study showed workplace, autonomy support shared 37.5% of the variance with achievement related beliefs. Findings also contributed to the theoretical knowledge in fostering achievement motivation among adolescents.

**Bakhtiarv, Ahmadian, Delrooz and Farahani (2011)** studied the moderating role of achievement motivation on relationship of learning approaches and academic achievement. For this purpose they selected 200 college students (100 males and 100 females) including psychology and educational science through random sampling.
The findings of the study revealed that the achievement motivation moderated relationship of learning approaches and academic achievement. It was found that achievement motivation have considerable effect on academic achievement.

Ergene (2011) studied the relationship among test anxiety, study habits, achievement motivation and academic performance among Turkish high school students. A sample of 510 students (267 females and 243 males) was selected for the study. Findings revealed no significant relation between achievement motivation and academic success but significant relation was found between study habits and academic achievement. Test anxiety and study habits were positively associated with academic success but showed no association with achievement motivation.

Yousuf (2011) studied the impact of self efficacy, achievement motivation and self regulated learning strategies on students’ academic achievement. Results of the study showed a significant relationship between the achievement motivation and academic achievement.

Amrai, Motlagh, Zalani and Parhon (2011) studied the relationship between academic motivation and academic achievement. The study was done on 252 Tehran University students and the data analysis indicated positive and significant correlation between academic motivation and academic achievement.

Fini and Zadeh (2011) studied the relationship of achievement motivation, locus of control and academic achievement in high school students. Sample of 211 students from high schools of Bandar Abbas were selected randomly for the study. Statistical analysis data showed positive and significant relationship between achievement motivation, locus of control and academic achievement.

Abseha (2012) studied the effects of parenting style, academic self efficacy and achievement motivation on the academic achievement of university students of
Ethiopia. Sample of 2116 students (763 females and 1353 males) were selected through multistage cluster random sampling technique. Results of the study showed that authoritative parental style was the most common style adopted and parents were more authoritative for their daughters. Findings showed positive and significant effect on academic achievement and academic self efficacy. Also positive significant effect on achievement motivation for female students were found but not for male students. Results also revealed that those students who describe their parents as authoritative were having high level of achievement motivation.

Onete, Edet, Udey, Ogbor (2012) examined the relationship between first year education students achievement motivation and their academic performance. Results of the study showed that neither students’ academic achievement motivation nor students’ social achievement motivation had any significant influence on academic achievement.

Sood (2012) studied need achievement, academic achievement and socio-demographic variables of high school students of Kullu and Manali Districts. Results showed that nAch significantly affected academic achievement. High nAch students were having high academic achievement also girls were having high nAch than boys. There was no significant difference between rural and urban students with respect to nAch.

Norowzi (2012) conducted a study on relationship of quality of life and achievement motivation with undergraduate students anxiety. A sample of 159 students (77 females and 82 males) was selected for the study through multistage cluster random sampling technique. Results of the study showed that quality of life and achievement motivation have a significant relationship with anxiety. Quality of life negatively predicts anxiety in males. However, achievement motivation is not a
predictor of anxiety in males. Findings also showed significant relationship among quality of life, achievement motivation and anxiety in women.

Ahmad and Rana (2012) studied affectivity, achievement motivation and academic performance in college students. A sample of 328 girls and 210 boys were selected for the study. Results showed positive and significant relationship between achievement motivation and academic performance.

Shekhar and Devi (2012) studied achievement motivation across gender and different academic majors. Eighty students (40 males and 40 females) were selected for the study through purposive method. Results showed significant difference between the achievement motivation of science and arts stream students and between male and female students. Results also indicate significant role of gender and academic majors on achievement motivation of college students.

Kamaei and Weisani (2013) studied the relationship between achievement motivation, critical thinking and creative thinking with academic performance. A sample of 300 students was selected through multistage cluster sampling technique for the study. Results of the study showed positive and significant relation between achievement motivation and academic performance. Also significant relationship was found between critical thinking, creative thinking and academic performance.

Hassanzadeh and Mahdinejad (2013) studied relationship between happiness and achievement motivation of university students. Results of the study showed significant relationship between happiness and achievement motivation. Results also showed no significant difference among boys and girls between happiness and achievement motivation.

Jabeen and Khan (2013) studied need achievement of high and low achievers of 9th grade students. 600 students were selected for the sample randomly (300 high
achievers and 300 low achievers) from two educational zones of Budgam. Results showed that high achievers have high need achievement while low achievers have low need achievement. Also there is a positive and significant relationship between need achievement and academic achievement of high and low achiever groups.

Soni (2014) conducted a study of achievement motivation of secondary school learners having different levels of parent child interactions. Findings of the study showed that secondary school learners having different levels of parent child interactions differ in their achievement motivation.

2.4 STUDIES RELATED TO SES AND OTHER VARIABLES

Maqsud and Rouhani (1991) studied relationship between SES, locus of control and self concept on academic achievement of Batswana adolescents. Results of the study showed that SES was significantly and positively related self concept and academic achievement in English. Results also showed that self concept was positively and significantly correlated with achievement in English and Mathematics and maths achievement of male students was significantly higher than female students.

Eamon, Mary and Keegan (2005) studied social demographic, school, neighborhood and parenting influences on academic achievement of Latino young adolescents. Findings revealed that relative social class of a student affects academic achievement. Also students from low SES backgrounds who attend poorly funded schools do not perform as well as students from higher SES.

Kieffer (2010) investigated the late emerging reading difficulties among English language learners and native speakers from diverse socio-economic backgrounds. Results of the study showed that both the groups develop difficulties during upper elementary and middle school grades. English language learners and
students from low SES are at high risk for late emerging difficulties. Also study revealed that English language learners and non learners from same SES are at same level of risk.

Harwell and LeBeau (2010) examined the national school lunch program which is responsible for certifying students as eligible for free lunch and conclude that free lunch eligibility is a poor measure of SES, having some drawbacks and could be biased.

Aktop (2010) studied SES, physical fitness, self concept, attitude toward physical education and academic achievement of the children of Turkish elementary schools. Results of the study showed significant difference between groups of low and high SES in terms of physical fitness and academic achievement. Low SES group had higher mean scores for physical fitness while higher SES group had higher mean scores for academic achievement. However, mean differences were not significant.

Conger, Conger and Martin (2010) reviewed the researches from the last decade on SES and its outcomes on adults and children and findings of the researches supported interactionist model of relationship between SES and family life. Review also concluded on further research on SES.

Yadav and Yadav (2010) studied SES and cultural setting effects Neuroticism of failures of high school students. Findings of the study showed that high SES group students who fail at high school exam were having more neuroticism than middle and lower SES students. Also urban students who fail at high school exam also were having high neuroticism than rural students.

Calarco (2011) conducted a longitudinal ethnographic study of socio-economically diverse public elementary school and showed that children’s social class backgrounds affect when and how they seek help in the classroom. Study revealed
that compared to their working class peers, middle class children request more help from teachers rather than to wait for a long and by so middle class children contribute to inequalities in the class room.

Verma and Sinha (2011) studied SES and creativity of high school students and results showed that high SES students were having high mean creativity scores on fluency, originality, flexibility as well as on composite creativity.

Ahmad and Parveen (2012) studied influence of SES on achievement in science of secondary school students. Results showed no significant difference in science achievement among boys and girls. There was significant difference between scores of upper and lower SES students and also between upper and middle SES students scores.

Shah, Atta, Qureshi and Shah (2012) studied the impact of SES of family on the academic achievement of students. For this study eight colleges and two higher secondary schools were selected. From each college and higher secondary school 20 students were selected. Findings of the study showed positive and significant correlation between SES and academic achievement of the students.

Ewumi (2012) studied SES and gender as correlates of students academic achievement in senior secondary schools. Results of the study showed negative significant relationship between gender and academic achievement also study showed no significant relationship between SES and academic achievement.

Suleman, Aslam, Hussain, Shakir and Zain-un-Nisa (2012) conducted a study on effects of parental SES on the academic achievement of secondary school students in District Karak. 1500 students were selected for the study through random and from each school 25 students were selected for the study. Findings of the study
showed significant positive correlation between parental SES and academic achievement of students at secondary level.

**Perry (2013)** studied the school SES and student outcomes in reading and mathematics for Canada and Australia. Findings of the study showed that in both the countries school SES is significantly related to academic achievement for all subjects regardless of their individual SES. Also findings showed that the relationship between school SES and Academic achievement is stronger in Australian students than in Canada. The study concludes that the student outcomes are more equitable in Canada than in Australia.

**Letourneau, Leger, Levac, Watson** and **Morris (2013)** meta-analytically studied the SES and child development. Results of the study showed significant effects of SES on three outcomes literacy and language, aggression and internalizing behaviors including depression. So, significant and positive relationship was found between SES and development.

**Ahmar** and **Anwar (2013)** examined the effects of gender and SES on Academic achievement of higher secondary school students of Lucknow city. Two hundred students were selected for the study among them 102 males and 98 females in age range of 15 to 19 from 5 higher secondary schools of Lucknow. The study showed that gender does not influence the achievement in science at higher secondary level. Also difference exists between high and low SES groups. Findings also showed that academic achievement was influenced by SES and students of upper SES showed better performance.

**Rather (2013)** conducted a study on 544 secondary school students to find out the influence of SES on academic achievement and achievement in different school subjects. The investigator hypothesized that there is no significant difference between
different categories of SES (upper, middle and lower) and mean difference between categories of SES in respect of academic achievement and achievement in other school subjects. In fact, investigator found a significant mean difference between different categories of SES (upper, middle, lower). It was found that there is much difference in academic achievement and achievement in other school subjects and also academic achievement increases with the increase in SES.

Albert and Thilagavathy (2014) studied SES of higher secondary school students in Cuddalore District. Results of the study showed that maximum number of students was coming from middle class SES and there is no significant difference between gender and location of school. There was significant difference between government and aided school students SES with aided school students better in SES than government school students.