CHAPTER TWO
CHAPTER -2

The Related Literature; A Review

Achievement -Motivation is an important concept in the field of education and psychology. It has provided a strong and functional platform to the researchers to identify the child and student behavior with regard to achievement standard in any field particularly in the studies. Much research works have been undertaken and accomplished with respect to this concept and it appears that this conceptual tool has evolved to an acceptable level but there stands another school of researches which hold a different opinion from such acceptance.

Andrew J Elliot (2005) has presented another opinion. He has analysed the evolution of concept of achievement -motivation and has identified certain weaknesses in its literature review. In his opinion Achievement-Motivation concept has influenced the thoughts of educationists and psychologists in equal terms.

Literature on Achievement- Motivation has its emergence in the discipline of psychology since 1890 when James gave initial concept of achievement and how achievement strivings are linked to self evaluation, since the decade of 1950s achievement- motivation moved towards the conceptual stage when research works of the Atkinson, McClelland, Clark, Lowell, Roby gave a definite dimension to it, in spite of these developments the literature on academic motivation limits itself within a narrow boundary as the concept of achievement is not closely defined in the Achievement -Motivation literature, there is not broadly articulated, consensually shared understanding of how “achievement” should be conceptualized.

Moreover Achievement- Motivation concept has been too narrowly focused and limited in scope, particularly to its potential. Due to lackness of a
precise definition of the Achievement-Motivation, usually western approach in this respect is adopted. Research in the Achievement-Motivation literature has focused on individual, self defining accomplishment in the domains of school, sports and work. The present research work too has encountered the similar limitations.

In spite of such an observation of the Elliot who has focused on its limitations with regard to occurrence of problems in the exposition of its clear cut definition, researchers have undertaken different research aspects of this concept and developed as an important tool, consequently it has helped to a reasonable extent to understand students and others behavior in a certain set of system.

Piotr Unierzyski (2003) has studied achievement motivation in a wider context and has attempted to define the term achievement motivation. In his opinion the achievement motivation is a permanent feature which is integrated in the individual and it is not produced only during the competitive process only. It is possessed with permanence in the individual and is a result of long drawn time span, it may have been formed even in the years preceding any competitive action on the part of the individual. He has treated as the most important component of the human personality. There is a close relationship between the achievement motivation and the type of the personality. Its impact upon the human action is tremendous, he states that, 'It directs a person's activity and makes it more (or less) dynamic. Without the desire to succeed other psychological features and abilities do not provide nearly so much influence upon the performance' .

Shlomo Hareli and Bernard Weiner (2002) have focused on the usually ignored aspects of the achievement motivation. In the opinion of researcher there are many elements of this concept as the self, directed emotions and personality inferences which are important for the study of the achievement set up, albeit these are yet to be addressed by the researchers so far. Attributional principle was used to study these usually ignored elements of this concept. In
the opinion of the researcher these elements may be highly integrated components of the individual and may include of admiration, anger, arrogance, contempt, deceit, derogation, encouragement, envy, flattery, gratitude, guilt, hopelessness, modesty, pride, joy in the failure of another, shame, and sympathy etc. The finding revealed that these are important elements as well are the personality inferences which affect the achievement motivation of the children and the individual. These are in the position of producing a sort of cascading effect which the researcher treats as the scaffolding impact. These are interrelated to each other and play an important role in the achievement setting.

Academic achievement motivation does not activate in vacuum, it depends and is governed by many of the factors. It is not immune to prevailing milieu hence in realistic terms is conditioned by multiple factors. Moreover it is impacted by certain personality traits too. The environment and individual genetic traits may act as crucial factors to determine the achievement level.

Achievement is accomplished by complex set of factors which organized if in a proper manner only may yield the desired results. McCombs and Marzano (1990) have regarded achievement outcomes as a function of two characteristics, skill and will are important component of it and these must be considered separately because possessing the will alone may not ensure success as if the skill is lacking achievement may be hindered. In academic domain skill may be easily identified, it may be related to the reading habits which are fundamentally one of the subset of study habits.

This understanding leads to ponder over the relevance of the Study Habits. In all likelihood there exists an integral relationship between the Academic Achievement and Study Habits.

This relationship has been explored by many researchers. According to Rammurthy (1993) (quoted by MTV Nagaraju (2004)) in his book, the absence of good study skills may hamper the academic achievement though the student may possess good level of intelligence and personality. Study skills may
include reading and notes taking skills, skills of concentration, skills of budgeting, learning to learn, preparation for the examination and appropriate attitude towards education.

Carl A Bartling (1988) has found a closer relationship between student’s learning and Study Habits and their academic performances. It is revealed that Academic achievements and performances of present and past time both affect the learning and Study Habits of the students.

M S Chowdhury and M N Amin (2006) too have worked over the students’ academic performance and achievement with their relationship with hard work and agreeable behavior. They found that these factors affect academic performance in significant manner and those students who exhibited better conscientiousness and agreeableness performed better than those students who were lower on these count.

Similar conclusions have been drawn by other researchers as Anton Aluja and Angel Blanch (2004) have interpreted academic achievement as a multidimensional construct in which there are several intervening variables, which have been studied for the last sixty years under several approaches.

They conclude that after attitudinal factors, Study Habits seem to be the most predictive variable of academic achievement.

Aisha Riaz, Asma Kiran and Niaz H. Malik (2002) carried on a study in this perspective. They carried a study in the university of Agriculture, Faizabad, U.P. 150 students of B Sc. and M Sc. grade were surveyed. The findings revealed that there existed a significant relationship with the achievements of the students and the factors as schedule of study habit of notes taking and writing back.

Reading habits are an important component of the Study Habits. Their impact on the academic motivation is pronounced. B P Verma, G Q Sheikh, and Sangita (1996) in their study on ‘Study Habits of students in relation to academic motivation and text anxiety’ have found that more habit of self study
is found in students of high level of academic motivation than students who have average level of academic achievement.

In the similar conclusion Verma and R Kumar (1999) in their study in a correlation between Study Habits and achievement in different school campus have found a positive correlation in achievement and self study habits of the students. S L Chopra (1982) in his study on 'A study of relationship of socio-economic factors with achievement of the students in the secondary schools' has found that there exists a correlation between academic achievement motivation and reading habit besides deep impact of home environment on academic achievement also exercise its visible impact.

The findings have also suggested that there is no significant difference between academic achievement and reading habits on the basis of sex, but impact of environment on urban and rural set up exhibits difference between reading habits and academic achievements.

This finding has been attested by some other researchers as well who have attempted to identify a critical relationship between the achievement and home environment. There is a research consensus that reading habits and home environment play an important role in different types of students and their achievements.

Pradeep Kumar Kulshrestha (1992) in his study on 'The effect of school environment on adjustment, Study Habits and achievement of high school students' has found that there was significant difference between accepted or non accepted based groups in relation to home environment, reading habits, notes making, planning of subjects and concentration.

Academic Motivation has closer relationship with the way students approach their study programs. It also helps them to design their study habits or vice versa. The reading habits are not only the crucial factor but important element of the Study Habits These impact the achievement level of students and finally classify the students in two groups, viz. overachievers and underachievers.
This fact has been evidenced by Bharat K Sen (1992) who in his studies on 'An investigation into the personality make up, intelligence and study habits of high and low achievers' has found that there is a significant difference between overachievers and underachievers in reading habits.

Shanmugasundaram (1983) in a study on investigation into factors related to academic achievement among under graduate students under Smith System" has found some revealing facts that overachievers possess better study habits, intelligence than under achievers and that urban male students had better study habits, intelligence than rural and semi-rural male students, same way semi-urban male students has better intelligence, study habits than rural male students. Madhu Dev and Greval, P Hirdai (1990), in their study on relationship between Study Habits and academic achievement of undergraduate home science first year students, found that firstly there exists a significant correlation between study habits and academic achievement. Secondly that Study Habits and interest of students affect their academic achievement.

Lisa Elliot, Susan Foster, Michael Stinson (2002) are leading researchers in this field they have carried on a study on the role of Study Habits as notes taking in a mainstream high school and college students who are deaf and hard of hearing received notes from a speech-to-text support service called C-Print. The findings suggest that students who can apply several strategies to a study situation, such as using the speech-to-text notes, will be more benefit from it. They conclude that it seems desirable for teachers to help students to develop such study skills. These factors on study pattern have been studied in multi cultural ethnic set up.

Thomas M. Sawyer (1981) has worked over the educational achievements of American Indian students with respect to Study Habits and attitudes. Researcher used 'The McGraw- Hill study skills test developed by Alton L. Rayger.
The test was conducted on the students of Northern Montana College in Havre. The researcher found that the motivation for male Indian students was not clear and this could affect how hard they study, but they did not suffer very much from test anxiety or study stress.

It was found that female Indian students might have some problems in budgeting time and some emotional problems related to worrying about studying. It was also researched out that Indian and while students from primarily rural backgrounds (small high school) are probably not experienced or skilled in taking notes in lecture situations.

Fang Lai (2010) has studied achievement with gender perspective in China. He has also compared academic achievement of Chinese students with American students. His conclusion is that girls are better achievers in their studies than boys at primary and middle study level. At the middle level boys reach closer to girls in natural science subjects as Mathematics and science but also did show school dropout tendency. Girls were not so much emphatic and gender gap in achievement is not so significantly observed.

In this measure above studies take into account the rural urban set up or tender approach. In this respect it is observed that the difference between the urban and rural students achievement level has another dimension too. At the gender level it is widely believed due to difference in result patterns between the boys and girls in urban setup where girls usually far better than their male counterparts, similarly the same fact is repeated in the rural areas where many scholars have found that rural female students have better Study Habits and tendency than rural male students.

This study has found evidence at cross cultural frame work. Mary Elizabeth Johnson Ferguson (2009) working in North Carolina has observed that the African American female students of rural and urban high schools possessed higher achievement level than the African American male students. This academic achievement has been studied with cross national perspective too. In one such study carried on by W Gary Peterson, K Suzanne. Steinmetz,
M. Stephen Wilson (2005), it is found that family, school and other factors affect such achievements in different manner as role of family in this respect was more manifest in South African blacks, Bengalese students etc. whereas the achievement of Chinese girls, South African whites and German boys were affected by the school factor.

Dr. Muhammad Sarwar, Dr. Muhammad Bashir, Dr. Muhammad Neemullah Khan and Dr. Muhammad Saeed Khan (2009) have important finding in this respect. Their finding follow the usual path in this respect that study orientation (study habits and attitude) are significantly related with academic performance of students and there is no significant difference in the study orientation of male and female students (a finding which deviates from the earlier findings in this respect). They further found out that however there exists a significant difference in the study orientation of urban and rural students.

A study on Study Habits and its impact on achievement has been explored by M. T. V Nagaraju (2004, with reference to Indian perspective). He has found out that students in secondary schools in India do not devote their sufficient time to their studies and seldom have possessed proper Study Habits. His conclusion is that under achievers may have non productive Study Habits. This aspect of research is of much interest to Indian policy planners.

Many studies have suggested that Achievement-Motivation level of the student change with the age, the class of study, and the subject studied besides way of study as undertaken by the students. Reading Habits too play in defining the Achievement-Motivation index of student of a particular similar status in other fields.

Allan Wigfield (2002) has analysed that a child may have interest in doing mathematics whereas another child may have weaker sense of competence in reading and less interest in it.

This differentiation may have impact on the Achievement-Motivation level of student in future. Equally true is that Achievement-Motivation albeit
conditioned by many factors can be developed among the students. Lovely Puri (1999) has concluded that need–achievement is not a static concept but it can be cultivated. Its cultivation in school years may help to develop the achievement motivation among the students in their later years of studies.

S. Das (1986) studied the academic achievement under the impact of peer influences and educational aspirations of secondary school students. The major finding that intelligence is the most important predictor of academic achievement contributing 40.26% of total variance and educational aspiration was the second most powerful predictor bearing 8.58% of variance.

Another study revealed important findings. Zebun Nisa Khan (2005) conducted a research work on 400 students (200 girls and 200 boys) of the senior secondary school of Aligarh Muslim University. It was a gender based study to understand the impact of socio-economic status on the academic achievement of the girls and boys. The major conclusion was that socio-economic status of girls positively affected their academic achievement but the relationship between academic achievement and socio-economic status with respect to boys was significant and negative.

Her finding is that girls belonging to high socio-economic status achieve high, the same is with the boys from low socio-economic status who also achieve high. She has also found that socio-economic status of a student not only influence the academic achievement but also shapes the attitudes, motivation and interests of students towards their studies.

In the same reference another study has been conducted in a different educational set up than India. Huang Tinn(2009)studied achievement motivation in the city of Beijing ,China on the 712 college students, This was a gender and subject specific study. The major finding was that the male students in comparison to female students accorded more priority and importance to motivation for success and the motivation to avoid failures. It was also found that there was a difference at the subject level too as science department students gave less importance to the motivation to avoid failures in comparison
to the humanities and engineering department students. There was a significant difference at the school level, as students of normal school accorded the motivation to avoid failures less important than other types of school.

Several investigations have worked over the relationship of **aliteracy** and academic achievement, motivation. Aliteracy as defined by Scott (1996) stands as an important component of holistic approach if taken for study habits as it a lack of reading habit expectably in capable readers who choose not to read. Aliteracy has clear relationship with motivation as Asselin (2004) has concluded that a lack of engagement or intrinsic motivation to read, even when they are in portion to read, understand and comprehend the material. Reading is an important component of study habits as well of academic achievement. Steven Nathanson, John Prushlow, Roberta Levitt (2008) have conducted research on college students and discovered that reading habits or propensity for aliteracy was much dependent upon the home and school environment. They have also found that respondents themselves experienced strong differences between home and school reading experiences with a strong preference for their early home experiences. The conclusion of their finding is that if home and school experiences are designed to sustain personal reading development in young children, students and college students, perhaps the decline in general adult reading would be reversed.

It has been matter of great debate among the scholars whether personality affects the achievement or not. Allik Juri and A Realo (1997), Green, T J Peters, Webster (1991) and Rothstein, Paunonen, Rush J C King etc. (1994) have discovered in their research findings that personality does not have much important relationship with academic achievement in educational settings.

On the other hand Eysenck (1981) Busato, Prins, Elshout and Hanaker (1999) have emphasized that there exist a positive relationship between personality and achievement. A fact well proved by Anne Berit Swanberg and Oyvind Lund Marthneser (2010) who have obtained important relationship
between personality and academic achievement. Their findings suggest that hard work and openness are mediated by the strategic and the deep approach in relation to achievement.

Eysenck (1981) Busato, Prins, Elshout and Hanaker (1999) have found personality and intelligence as important predictors of academic performance as both have relationship with learning. This finding has been emphasized by T Chamoro-Premuzic and Adrian Furnham (2003), it is evidenced empirically that the inclusion of well-established personality measures in academic selection procedures and run counter to the traditional view of ability measures as the exclusive psycho-metric correlate of academic performance.

Tanja Bipp, Ricarda Steinmayr and Birgit Spinath (2008) have studied the nomological network of achievement motivation and personality. They carried on their work at a sample of the university students. They examined a relationship between four goal orientations viz, learning performance-approach, performance-avoidance and work avoidance and five personality features and intelligence. They concluded that intelligence and goal orientations does not share any common variance and personality features and goal orientations were linked to each other.

Academic achievement has also relationship with another component of personality i.e., personal beliefs about intelligence. Leonardelli G J, Hermann; Lynch and Arkin (2003) have stated that there may exists a personal belief with respect to the question whether intelligence may increase or may not increase throughout the lifespan, mainly as a consequence of hard work. Accordingly achievement may be obtained.

The importance of self concept has been underlined by other researchers too. Ricarda Steinmayr and Birgit Spinath (2007) studied impact of motivation on personality with the final impact on the school performance of achievement of the XI and XII class students. This was studied with respect to Maths Germans and Grade point averages.
It was found that one of the most important components of personality conscientious was positively associated with grades. It was also found that other features as neuroticism, extraversion, openness to experience and agreeableness are not linked or weakly associated with one or two out of three performance benchmark.

The self concept trait was very much important for the realisation of the performance level. Their conclusion is that motivational components are more influential over the personality. They suggest that it is better to provide more importance to the concept of motivation in the study domain of nomological network of personality.

This thought may be linked to C S Dweck (1990) who has differentiated between entity theory and incremental theory, that intelligence in fixed and incremental theory, that it is malleable hence can be increased. Both theories help to explain the achievement, Entity theory believes that performance reflects ability and that clever people succeed, irrespective of task difficulties or effort, on the other hand, incremental theorists believe that performance reflects efforts and strategies of task completion.

These studies have been confirmed that there exist a clear and closer relationship between academic achievement and different personality traits. Busato (2000), Premuzic (2002), Furnhem (2002), De Fruyt and Mervielde (1996) have studied this aspect. Their findings have suggested that the personality traits as neuroticism. Extraversion, conscientiousness and psychoticism are all consistent and significant predictors of academic performance.

In the same league stands a research of Steven Reiss (2008) who has studied psychological needs, values and personality traits and its impact on the achievement. He has found that motivation and different personality factors in due course might affect several of the behaviors related to personality and
relationship pattern. These included leadership styles, annoyance, disloyalty and in particular underachievement and over anxiety etc.

There is another group of researchers who have gone beyond such traditional bilateral approach to study the impact of one factor on the achievement motivation but have established a trilateral relationship among the achievement motivation, personality and study habits.

They view personality one of the most important determinant of achievement and these three concepts are interlinked with each other albeit their relationship impact may vary.

In this perspective researchers like Anton Aluja and Angel Blanch (2004) have found that personality has a more consistent impact on study habits than on academic achievement and the effect of study habits on academic achievement appears to be mediated by the influence of personality.

With this similar perspective Van Der Walt H S, Glynis Pickworth (2007) have carried on a study on the veterinary students in South Africa to find out relationship between the personality, study habits and achievement. Their findings indicate that the inclusion of a measure of intellectual ability could be of significant value.

They discovered certain personality traits being more impactful than others. The value of various personality characteristics in predicting good study habits and examination performance were highlighted by the study results. The findings revealed that students were more successful if they were conscientious, emotionally stable, socially adept, self-disciplined, practical rather than imaginative, and relaxed rather than anxious.

T Chamorro-Premuzic, Adrian Furnham (2005) have analysed the role of personality in the achievement, their finding suggests that personality plays an important role in defining the performance level and achievement level of student. Conscientiousness is an important component of personality. Careful, organized, hardworking, and achievement-oriented students may succeed in academic settings even though they possess low intellectual capacity.
Rita Kapoor (1987) has studied high and low achievement or the Junior high school level in the city of Lucknow. Her conclusion is that certain personality traits as intelligence plays an important role in the achievement level. High achieves among both the boys and girls possessed higher level of intelligence in comparison to the average and low achievers. Her findings has confirmed that better home facility, health, social, emotional and school adjustment are also important. R Lal (1984) took a study of 400 students of class IX and X and has found that academic success is and is negatively but significantly related to personal problems besides has better sensitivity, anxiety and neuroticism. Similar studies have been carried by other researchers who have confirmed the preceding findings.

Gerard D Tharp (1992) in his study on relationship between personality type and achievement in an undergraduate physiology course found that high grades were earned by students who possessed traits of introversion and judgment whereas extrovert had the lowest grade.

Impulsiveness is an important component of personality. It may be treated as a negative element of personality behavior as its consequences in normal human action may produce negative impacts, but in the study domain. Andreu vigil-colet and Fabia Morales-Vives and Jordi Tous (2005) have found that impulsivity is not directly related to intelligence and may act as a moderator variable between individual resources and their achievements. Hence its role is quite moderated in the achievement.

Fear of failure in sufficient potential act as an important component of underdeveloped personality. It grossly affects the achievement level of an individual. Marianne E. Schneider and Bernd Figner (2002) have attempted to identify and analyze the role of different motives, fear considerations and other personality characteristics in academic achievement.

They worked over the role of implicit or apparent motives and explicit, respondent motives or values. They found out in a study that participants who dropped out before the exams had lower scores due to their fear of failure than
the participants who appeared in the exams. J Van Damme, M C Opdenakker, B De Frains, W Mertens (2002) have studied another personality trait of personality in relation to academic achievement. It was observed that academic self concept as an important personality trait for academic achievement, for this five women of the Flemish long standing research in secondary education was used. They used SEM (Structural Equation Models) with many indicators of school performance and academic self concept.

They found a bidirectional causal influence between both concepts. Subsequent academic self-concept was based upon prior achievements; also the reverse path was true that prior academic self-concept formed subsequent achievement. The findings also revealed that motivational influences exercised its role on academic self concepts.

Freigh El-Anzi (2005) carried on a study in Kuwait for academic achievements and its relationship with several ingredients of personality. These psychological ingredients of personality included anxiety, self-esteem, optimism-pessimism etc.

The sample consisted of 400 male and female students in Kuwait. The findings revealed that there was significant correlation between academic achievement and optimism and self-esteem, whereas correlation was negative between academic achievement and both anxiety and pessimism.

In this respect studies on gifted achievers and non gifted achievers have relevance. Many scholars have found out several of factors for under achievement in exceptionally gifted students and young ones. The findings revealed that such individuals were full of anxieties and conflicts, they had developed a powerful personal trait, a charismatic personality, but they failed to resolve conflicts about these particular gifted traits, as a consequence they exhibited under achievement and self-destructive behavior.

With similar approach Carmany Thorp (2009) has studied relationship between motivation, under achievement and certain personality related factors. He found that many teachers are of the opinion that most of the students are
unmotivated and low skilled in the class. This state of affairs with regard to students emerge due to interaction of many personality related psychological traits.

The researcher has analysed that there are certain personality traits which cause emergence of such problem. Learning is an important component of achievement. In his finding it is revealed that the learning style, emotional health and short term memory all acts together to produce such state of unmotivation and low skill development.

Personality has a living structuring. It has bilateral relationship with many settings including home, school, interactive zone with peer relationship etc. In this respect its relation has been studied with the types of schools and their environment. This study aspect has much relevance to understand the evolution of particular type of personality and its final impact upon the evolution of the overachievers and underachievers. Zhong Hui and Fan Fenghui (2003) studied a relationship between school environment and the development of personality using Cattel's 14 point questionnaire in which 728 students were concentrated. This was a gender based and school differential study in which 321 girls and 407 boys were concentrated upon. The school types also differed in the basis of school environment. These included civil key middle school, provincial key school and common middle school. Their findings revealed that personality development of the students differed according to the type of school. School environment of middle school had significant impact upon the personality development of the students. Personality traits of middle school students were found unstable though these matured in gradual order. At the gender level too these were imbalanced for the male and female students. The study explicitly indicated that school environment has direct relevance to the development of the personality besides having differential impact at the gender level.

Overachievers and underachievers have been widely studied and researched. There exists much differences among the researchers regarding the
true meaning of overachievement and underachievement. E. Smith (2003) the leading researcher in this field has examined the underachievement debate from the perspective of the ‘discourse of derision’.

In her opinion this perspective has left an impact on the study of concept of under achievement. It treats the whole issue in different manner as there were many inconsistencies of the concepts of ‘under’ and ‘low’ achievement. There is also no universal acceptance on the definition of the term under achievement. Researcher is of the view that concept of underachievement requires redefinition and even the present notion about underachievement can be rejected.

Jim Delisle (2009) has also identified confusion and problem in the definition of the concept of underachievement. He has taken another stand and stated that it is not the child who is underachieving but it is the curriculum and educators who are not achieving. Delisle (1994) has also conceptualized that underachievement is a myth, disrespectful term it lacks a clear cut definition and is one of the most overused and misapplied term. He thinks due to being defined and approached differently by different persons, the use of this term should be discarded and everyone should change attitude and mis-norms about underachievement.

The confusion about the true meaning and causes of underachievement has been understood in a cultural frame work. A study on African American students, Yvette Jackson (2005) has found that there prevailed an influential misconception about the under achievement. In such students cultural milieu underachievement developed due to misconception about their race, teachers’ failure to obtain the unfolding of their potential and inability to express their potential have led to the state of underachievement.

It is true that multiple factors influence to shape the overachievers and underachievers. These may span from personality to study habits to motivation and to several less studied factors. There exist multiple differences between
overachievers and underachievers. Personality is one of the important psychological construct which impact the evolution of a student either over or underachievers.

They may differ on certain personality traits. Analiza G. Soriano (2004) has studied the differences between of personality variables characteristic of achievers and under achievers. He applied discriminant-stepwise method to understand these differences.

There were differences at the level of mental ability, goal-orientation, and practicality between these two groups of achievers characteristic features differentiated the over achievers from the underachievers. In the same way creativity, liveliness, and groundedness distinguished the junior achievers from the underachievers.

Kathryn C Oleson, Kirsten M. Poehlmann, John. H. Yost, Molly E. Lynch and Robert M. Arkin (2001) studied role of self-doubt and concern with performance on the subjective overachievement. They explained that doubles had many consequences as these could develop self-handicapping, defensive pessimism etc. E Smith (2007) questioned the concept of under achievement at the behavioral level. She identified students who were underachievers and overachievers in national tests at the end of key stage 3 in U.K, the findings showed that students who were identified as underachieving were a very heterogeneous group, comprising students from across the ability range, from both sexes and with a range of background characteristics.

The study revealed that any difference between underachievers and overachievers with respect to attitudes and aspirations was not significant, in the respect no differentiation at the level of gender difference existed.

Donna Y Ford (1997) has understood underachievement in terms of ability of a student. In her opinion under achievement can be defined as a discrepancy between ability and performance (and) under achievement is not a
problem, but a symptom of problems. She views this problem as a consequence of interaction of many factors. These factors can be categorized as socio psychological, family related, peer related and school related.

Qida XU (2009) has defined underachievers as those students temporarily lagging behind in virtue, moral conduct or learning. Underachievers are of many types as underachievers lagging behind in ethnic thought, lagging in psychological quality, underachievers lagging in behavioral habits and underachievers lagging in academic performance.

In the research findings many reasons have been identified which contribute to the development of underachievement. These may include student’s psychological development process, growth experiences, learning and living background, family educational background and intrapersonal relation background etc.

Keith Postlethwaite and Linda Haggarty (2002) have worked over the students to know in a secondary school on what made them want to learn, what made it difficult for them to learn and what teachers could do to help them to learn. It relates these reported views to some established psychological views of motivation and to models derived from attribution theory. It reveals that conformity to the work and social of the classroom and communication with teachers were two key factors which distinguished under and over achievers. However, the differences were not always in direction which might have been predicted.

R Clark (1983) has worked over the underachievement of black students. He related it with their family environment. He concluded that black students who under achieved were having such parents who were less optimistic, less involved in their children’s study and were also less confident about their presenting skills. In contrast over achieving black students were having parents who were assertive in their involvement efforts, kept abreast of their children’s schools progress, were optimistic and placed explicit achievement oriented works and goals. Their expectations were realistic.
Achievement has relationship with language mechanism, motivation level and environment of the children, accordingly they can develop over achievers or underachievers, though this aspect has not been given sufficient importance.

In this respect work of J O Jegede, R T Jegede and Ugodiunwa (1997) assumes importance who carried on study on students achievement with relation to language in a Nigerian secondary school students.

In Nigeria English is official language. Though there exist about 400 local ethnic languages. English learning was an important component for achievement. Therefore, if a student does not perform well in the English language, the chances of success were declined. Their studies concluded that these was a relationship between the effects of study habits and achievement motivation on Nigerian students’ English language performance and that English could be learned and perfected if students were properly motivated.

Underachievement plays an important role in the domain of educational policy debates. It has been identified that achievement standard if properly maintained in schools, there are every likelihood that human resource may be positively cultivated. Many educationists as Stephen Gorard and Emma Smith (2008) have treated underachievement as a precursor to the design of successful initiatives to overcome inequalities in educational opportunity. They treat it as an issue with practical and ethical dimension.

Their thoughts were analysed by Connolly (2008) who had criticized many of the findings of Stephen Gorard and Emma Smith on the relative attainment of male and female students in U.K. Schools. Both of them responded to his criticisms and emphasized role of underachievement in proper policy design. They treated underachievement as an important component of policy designing for bridging the gap in achievement standard.

McCoach, D Batey Siegel Del (2001) have worked over underachieving gifted students and high achieving gifted students, they found that at one personality feature, i.e. self perception both show similar tendencies. Gifted
underachievers and gifted high achievers have high academic self perceptions because both groups know that they possess the cognitive skills and abilities to be successful in schools but gifted over achievers exhibit more positive attitudes towards teachers and more positive attitude towards school than gifted underachievers. The finding also suggested that there exists a strong relationship between a student's goals and his or her motivation and self regulation to achieve these goals.

Deborah Travellion (2005) has brought out the factors which cause the underachievement and produce underachievers, underachievement takes place when students are not working to their potential and under perform in the classroom. She has also defined underachievement as it should be treated as a single symptom representing diverse etiologies which may include; a student whose abilities are over estimated, a student who has an inadequate specific attitude, a student who looks necessary drive, mental health, meta-learning habits, or personality supports and a student who lacks the proper nurturance at home school or in their community.

She has also explained the differences between overachievement and under achievement. Over achievement may simply be an illusion resulting from under prediction or measurement error whereas under achievement can only be explained in terms of measurement error.

Some educational researchers have used the term invisible underachievement. This term denotes a condition it is not possible to identify the underachievers. G W Chaffey (2003) has accepted that underachievement is a problem that can be compounded by inadequate identification procedures resulting in invisible underachievement.

M D Whitley (2000) has identified underachievement as a phenomenon of low confidence and control, underachievers lack confidence in dealing with any troublesome issues and demonstrate an inability on fear to accept responsibility for behavior. In general they have not developed self-mastery.
Under achievement has gender overtures, a fact which was studied by Bailey etc.

Bailey and others carried on a study on underachievement in the Caribbean nation. This study was conducted by CARICOM and the University of the West Indies. In their study Bailey and Bernard (2003) found that there were strong indicators towards boys’ academic underachievement in terms of performance and dropouts.

There are certain other studies in Caribbean about boys’ evolution as underachievers and their conclusions discovered that underachievement was found linked to gender construct. Figueroa (2000) in his study on male underachievement found it as an outcome of male privileges, as men have traditionally occupied a wider social space in Caribbean history but now women have carved out for themselves spaces which they hegemonies and within the freedom of the privileged group (boys) is restricted.

Male underachievement has historical contexts and relationship due to certain privileges. Davis (2002) has further analyzed male underachievement and has viewed this problem in Trinidad and Tobago, as being product of multiple factors, in his work underachievement in Trinidad and Tobago like in other cultural contexts is designed by the issues of historical privileges, gender socialization, masculine expectations and how schools are organized for lecturing.

Sufficient research work has been conducted with respect to underachievers, underachievement and its future consequences. McCall, Evahn, Kratzer (1992) have concluded that underachievers in their life carry low status and less income. This finding has been elaborated further, they view underachievement as a syndrome.

Underachievement has a wider negative consequence as it produces underachievers and makes no positive contributions to the social or economic enlistment of themselves, their community or country instead remain dependent on welfare measures of the state.
Linchiat Chang, R M Arkin, Frederick T Leong, Darius K S Chan, Kwok, Leung (2004) have studied subjective overachievement in cross cultural, cross national frame work. The study was carried on Chinese college students in Hongkong and Singapore to their Caucasian American Students.

There was sufficient differences if cross cultural frame work was applied, The result was that Chinese students did show more ambivalences about the benefits of failure, and they manifested higher levels of self-doubt as well to discount ability under conditions of effort exertion.

There is a great debate about the impact of personality on the overachievement and underachievement.

Dale H. Schunk, Barry J Zimmernam (2001) working over role of self regulation in achievement have agreed to this view that personality has an important role in the achievement. They have quoted several personality factors which have affected the achievement standard, as personality characteristics found to impact underachievement include anxiety as studied by Sepie and Keeling(1978) and other associated problems.

Hayward (1968) has explained that overachieves were motivated by factors intrinsic to an academic task, where underachievers were more likely to be motivated by extrinsic factors. Claes and Salame (1975) also found that underachievers were less accurate in assessing their abilities and more self critical than academic achievers.

The above research understanding provides a basic idea about the research theme which can be summarized as following:

1. There is a close relationship between students learning and study habits and their academic performance (Carl A Bartling :1988)
2. There exists a significant relationship between achievement of the students and the factors as schedule of study habits of notes taking and writing back. (Aisha Riaz, Asma Kiran and Niaz H. Malik:2002)
3. There is a positive correlation between academic achievement and motivation and reading habits besides deep impact of home environment on academic achievement was also explicitly visible (SL Chopra: 1982).

4. There was significant difference between high achievers and low achievers in reading habits (Bharat K Sen: 1982).

5. There exists a clear relationship between academic achievement and different personality traits (Busato: 2000).

6. Most of the students are unmotivated and low skilled in the class (Carmony Thorp: 2009).

7. There were strong indicators towards boys academic underachievement in terms of performance and dropouts (Bailey and Bernard: 2003).

8. Underachievers were less accurate in assessing their abilities and more self-critical than academic achievers (Claes and Salame: 1975).

9. Academic success was negatively but significantly related to personal problems and sensitivity, anxiety and neurotism (R Lal: 1984).

10. Personality plays an important role in defining the performance level of student (Tomas Chamorro Premuzic, Adrian Furnham: 2005).

11. Motivation and different personality factors in due course might affect several of the behaviors related to personality and relationship pattern (Steven Reiss 2008).

12. Personality and intelligence as important predictors of academic performance as both have relationship with learning (Eysenck, Busato, Prins Elshout and Hamaker, 1999).

Research paradigm of the present research is based on above mentioned assumptions.