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REVIEW OF LITERATURE
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REVIEW OF LITERATURE

2.1 INTRODUCTION:

It is essential study researches before conducting any study regarding problem. So that research work becomes clear and determined. Researcher gets guidance for planning of his research. Keeping in view all these factors in this chapter the researcher has presented the outline of the researches done in this field.

To make research more efficient, researcher should study reference books inevitably – Walter R. Borge.

Important reference literature leads to progress in life. There are three reasons for the study of reference literature in any research work.

1. To know the problem of the area of research.
2. To find the subject of research.
3. After the subject is determined obtain direction.

One obtains information regarding reference literature. In addition to this researcher obtains information regarding methods of study, motives, limitations, and layout of research.

2.2 IMPORTANCE OF RESEARCH LITERATURE:

(1) Researcher comes to know about the specialty of the research work done before and obtains guideline regarding it from research literature.

(2) Research literature is useful to understand the depth of subject and to obtain clarity of the subject.
(3) It saves labor and time and guides the researcher in the right direction.

(4) Through the study of reference literature possible and probable difficulties especially likely to arise in research are known. It creates awareness to avoid the faults of the earlier researches.

(5) Through the study of reference literature research becomes more scientific and more effective.

(6) Information regarding the importance of the research in the present days is obtained.

(7) Researcher obtains information and right guidance regarding motive, demonstration, analysis of data collected etc.

(8) Reference literature is a landmark to provide background for future research.

Through the study of reference literature researcher gets conversant with all aspects of his study and advances in his study area. Reference literature is a foundation stone.

A person sitting in the shoulders of others can see very far. In the same way the researchers of future can obtain information from today’s and earlier researchers. Depth and effectiveness will be observed in their research.

Due to computer revolution the information regarding reference literature is on the finger tips. Through E-journal the information regarding previous research can be obtained very fast.

2.3 OBSERVATION OF THE PAST STUDIES:

During school days students participate in many activities. They win prizes also. Very few students participate in the activities. All
students do not participate. What could be the reason? Some students
give importance to annual result only. Some students try to achieve
various goals. The level of achievement motivation is very high in such
students.

The level of achievement motivation, gender, father’s
occupation, mother’s occupation, parents’ education, socio-economic
status etc. are important in the study with his personality, Self-
discovery, Psycho-social factors, intelligence, introvert and extrovert
personality etc. are studied.

2.4 REVIEW OF VOCATIONAL INTEREST :

Debra, Pizzuto, (2009), “Vocational interests in Indian
country: an examination of rural public education and culture”,
Unpublished dissertation, The Faculty of Humboldt State
University, New York. The purpose for this research was to examine
Native students, their interests, and their career choice. Many Native
American Students attend Euro-American public schools that may not
fully accommodate their needs in preparing these students for dominate
culture career choices. In order to test this assumption, this study
examined how differences in Native American students and Euro-
American teachers respond to The Holland Self Directed Search (1994).
According to Social Cognitive Career theory (SCCT), which was
extended from Bandura"s (1986) Social Cognitive Theory; human
behavior reacts reciprocally with human adaptation and changes rooted
in social systems.

This includes vocational educational education resulting interests,
and choice. Holland"s measure adapted for this study supports SCCT in
its theoretical assumptions and proposes that individual choice of vocation is an expression of personality and self-concepts which are rooted in culture through the socialization process for both the family and the school. Native American students bring a unique albeit different cultural socialization to the public school system.

Predictions that Native students would demonstrate greater interest in culturally relevant Self Interests and Career Choices that would differ from their teacher's projections of them were supported. The Native American students and their teacher's endorsed significantly different types of interests among the six types: Realistic, investigative, Artistic, Social, and Enterprising. Only the Conventional type was found to be an interest by the students and by the teachers for the students. Furthermore, the prediction that high IV.

It was concluded that a larger sample of Native Students and Euro-teachers is sorely needed to further examine the relationship between cultural interests and career choices in the dominate society.

Richard C. Thompson and others, (2004), “Exploring Age and Gender Differences in Vocational Interests”, Poster presented at the Annual Convention of the American Psychological Association, Honolulu, HI, July28-August1, 2004. pp. 1-6. A large cross-sectional sample of respondents who completed a research version of the Strong Interest Inventory® assessment were examined for differences in the RIASEC themes based on age and gender. The data were examined using a 2 (gender) by 5 (age category) MANOVA and follow-up ANOVAs. Anticipated gender differences were found and replicate past research. The effects of age and age by gender interactions were
significant, but very small. A linear trend across age categories with level of interest generally increasing with age was found. Some implications of the findings are discussed.

Gideon, P.DE Bruin, (2002), “The relationship between Personality traits and Vocational interests”, SA Journal of Industrial Psychology, 2002, 28(1), 49-52. This study examined the relationship between vocational interests and basic personality traits. The interest fields of the 19-Field-Interest Inventory were related to the second order factors of the 16 Personality Factor Questionnaires by means of a factor extension analysis. The results showed that extroverts tend to be interested in fields related to social contact and the influencing of other people. Emotionally sensitive individuals tend to be interested in the arts and languages. Independent individuals tend to be interested in creative thinking. The implications of the findings for career counseling are discussed.

Reddy, Adinarayana and others, (2011), “A study of the Vocational education preferences and interests of the Indian undergraduate students, Bulgarian Journal of Science and Education Policy (BJSEP), Volume 5, Number 1, 2011, pp. 94-114. The study identifies the priorities of vocational educational courses and interests of the Indian undergraduate students. The study was conducted in S.V. University area covering 300 undergraduate students of Arts, Commerce and Science streams. The study identified the more prominent, prominent and less prominent vocational educational courses. Further, studies the association between vocational education interests and the background of the students (sex, caste, stream of study, year of study and area). The difference between various groups of
students belonging to above groups in their vocational education interests of the undergraduate students was also identified. The study provided a suggestive list of vocational educational courses for undergraduate students for enhancing their employability.

**Otta, F.E. and others (2012), “Self-concept and Vocational interest among secondary school students (adolescents)”**

*Department of Psychological Foundations, Faculty of Education Abia State University, pp. 37-48.* This study examined Self Concept and Vocational Interest among secondary school students in Ohafia Education zone of Abia State. Through purposive random sampling technique, a total of seven hundred and ninety nine (799) SS II students participated in the study. Instruments used in the study were Adolescent Personal Data Inventory (APDI) Akinboye (1985) and Vocational Interest Inventory (VII) Bakare (1977). Regression Analysis, Analysis of Variance (ANOVA), Z test statistics and Pearson Product Moment were used as statistical tools for data analysis. Moreso, frequency counts, percentages and rank were also used to analyze data. The findings revealed that there is a significant relationship between self-concept and vocational interest. Those adolescents with high vocational interest turned towards scientific, literary, persuasive, and computational and social services interest areas; whereas low vocational interest turned towards outdoor activities, mechanical, musical and artistic areas of interest. There was no significant difference between the male in their vocational interest. Implications of these findings were stressed. It was recommended among others that well-packaged seminars and workshops be organized regularly, including the school-based management committee in various schools to intimate parents, teachers and counselors on self-concept, interest and needs of the adolescents.
Limitations of the study were highlighted and summary and conclusion drawn.

Nandwana, Shobha and Nimmi Asawa, (2007), “Vocational Interest of High and Low Creative Adolescents”, journal of Social science, pp.185-190. Creativity is important because it enhances the quality of solutions to life’s problem. The present study is an exploratory attempt to assess the vocational interest of high and low creative adolescent. A representative sample of 120 boys (60 high scorers on creativity and 60 low scorers on creativity) and 120 girls (60 high scorer on creativity and 60 low scorer on creativity) in the age range of 14-18 years, belonging to middle income family were randomly selected. Two major tools were used for data collection i.e. Verbal test of creativity and Comprehensive interest schedule. Both high creative boys and girls had more focused vocational interest as compared to their low counterparts. They were more expressive and self-actualized. Creativity was significantly related to vocational interest of boys and girls.

Tipton, R.M., (1976) “Study of women’s social and vocational interest and opinion regarding it” Finding: Males and females were more interested in traditional vocation. Females were more interested in stereotyped and traditional vocation. In reality it appeared that women were more interested in the vocation related to language.

Johnson, (1981), “Study of non-vocational selection” Finding: The girls were rarely to accept non-traditional non-vocational career according to their family circumstances’ and individual circumstances. The numbers of girls preferring such vocation was higher, Vast difference was observed in the selection of vocation of girls of lower
caste and higher caste, irrespective of their father’s education, high level of intelligence, father’s high status, mother’s high status, father’s higher education, etc. After studying in detail the experiences of school, father, teacher, known persons, children experiences work experiences, sisters, advisors, brothers, friends and mother. It is know that in the selection of career mother’s influence stands first and then the influence of friends.


Finding – The numbers of girls were more in vocational motivation. 46 vocations had been registered, 1% women did not select any vocation, 7% women did not select any specific vocation, The maximum selection of vocation was of 10% office work, 10% nursing, 10% beauty parlor, and hair cutting. 9% academic field 6% women advocate or social work was preferred, 4% female preferred medical and dental profession. 3% women preferred commerce and veterinary profession, Non-vocational field was preferred by very few women, Only 1% women selected engineering field, Generally women desired to enter only ladies centric field, were only ladies dominate, Very few women selected traditional profession, such as law, medical, engineering. Due to gender they did not prefer such vocations.


Joshi, R. (1983), “Study of psycho-social factors of Interest of students studying in the higher secondary school” Demonstration – 1000 students were selected as models. Their parents’ educational level, socio-economic condition, residence, personality traits, emotional firmness, self-reliance, Interest related study was undertaken. Finding- Students of urban area were more interested in administration,
mathematical matters, scientific matters and verbal matters than rural students. Student whose socio-economic condition is high are interested in administrative, natural, scientific and art field, The students of more educated parents showed more interest and have higher Interest in administrative, mathematical and mechanical and nature science and art field, Those who possess high level of firmness have higher Interest for mechanical field.

Raval, V. R. (1984), “Comparative study of vocational Interest of boys and girls” Demonstration – 400 students (200 boys and 200 girls) Besal and Shrivastav’s vocational interests were noted. Finding- Boys were interested in agriculture, art, administration, literature, and the field of science. Girls were interested in social subjects, commerce and home industries, Girls studying in science faculty were more interested in science, agriculture, commerce, etc. The girls of arts faculty were interested in arts, administration home industry, literature, social work. Etc., Maximum numbers of students of arts faculty were in art, administration. Literature and home industries. The students of science were interested in science, commerce and agriculture.

Jansari and Solanki, (2006), “Study of students’ vocational Interest and its relation with their fathers’ vocation” Demonstration – 160 students were selected from Vadodara district, out of which 80 students’ fathers were farmers and other 80 students were the children of teachers. Instruments- Dr. Badami’s Inventory of vocational Interest. Finding – Difference was found only regarding Interest for business sector.

Jansari, and Kumar. (1999) “Study of vocational Interest of girls predetermined by society and family” Demonstratio – 80 girls studying at graduate level in Vadodara District (40 girls from scheduled castes
and 40 girls from non-scheduled caste were the models). **Finding**- There was no difference among girls regarding gender and area in other words, they had equal interest in language, music, humanism etc. difference was observed in the field of art.

Patel, Truha (2006), “Study of vocational Interest of secondary and higher secondary students, on their gender, educational achievement, in relation with their father’s vocational Interest”

**Findings:** Difference was observed in the students of the 10\(^{th}\) standard in relation to their caste regarding open space, mechanical business, calculative business, scientific business, business of music, clerical business and their interest in here mentioned businesses, There was difference in vocational Interest of boys and girls of the 12\(^{th}\) standard. The difference was regarding mechanical and artistic business, There was no difference found in vocational Interest in any of the 10 fields. This demonstration was performed on the students of 10\(^{th}\) and 12\(^{th}\) standard. This is all known from the view point of father’s vocation, In educational achievement and vocational Interest in students of 10\(^{th}\) standard only in clerical sector and in the students of 12\(^{th}\) standard in only sector of art the difference was found.

Patel, Balubhai M. (2006) “Study of vocational attitude of boys and girls students studying in secondary school” **Demonstration** – In the present study first of all the list of all secondary schools of Vav taluka of Banaskantha was prepared with draw system three schools were selected, then as per planning each class from standard 9\(^{th}\) and each class from 10\(^{th}\) was selected then each student of each class was selected through grouping system. Total 248 students answered vocational Interest inventory in answer sheet. 38 answer sheets were with incomplete details, and with incomplete and improper way which have
cancelled. In final demonstration 210 subjects have been included in the present study planned grouping model system has been used. **Instruments** – In the present study certified test prepared by Surekhaben Amin (1995) regarding vocational Interest inventory has been used. **Finding** – In the context of standard the findings are of standard 9th and standard 10th students and 10 students are from vocational sector. The maximum Interest is for art, social service and outdoor subjects. In the subjecting music the Interest is low, Out of ten vocation sectors the maximum Interest is in social service and art sector. Boys are interested in outdoor subjects and girls in literature. Lowest Interest is in the sector of music. Meaningful influence is observed in counseling and clerical sector, out of ten sectors. Girls had higher level of Interest than boys in the field of counseling. Boys had higher Interest in clerical vocation than girls.

Patel, Mohammad Soel (2010), “Study of vocational Interest of boys studying 10th of secondary of school of Ahmedabad”

**Demonstration** – Total 120 students, 60 from the standard 10th boys and 60 girls were selected from the secondary school of Ahmedabad. **Instruments** - Amin’s vocational Interest inventory used. **Finding** –

- Gender and vocational **Interest** :- No difference is observed in the students of standard 10th regarding his vocational Interest in the students of standard 10th.
- Mother’s educational level and vocational Interest – No difference is found among the students of standard 10th in relation to their mothers’ educational level and vocational Interest,
- Father’s occupation and vocational Interest:- There is no difference observed in the field of the father’s vocational Interest of the students studying in standard 10th.
2.5 REVIEW OF ACHIEVEMENT MOTIVATION:

Deshmukh, N.H (2000) designed to compare high and low self-concept groups of junior college students with anxiety, achievement motivation, intelligence good discrepancy and academic achievement, 832 self-concept scores of students were classified into high and low groups. Results revealed that high and low self-concept groups of junior college students differed significantly on goal discrepancy and academic achievement.

Maya (2000) studied factors affecting the achievement motivation of high school students in Maine, Sample consisted of 20,400 students of fifty two public and five private high schools in Maine, Students speak survey (Quaglia, 1998) used for data collection. Mean standard deviation and correlation statistical techniques were used for data analysis. The findings of the study showed that the parental level of education did not seem to influence adolescents’ achievement motivation. Parental support and expectations was the best predictor of adolescents’ achievement motivation.

Louis A Castensell (2001) studied on achievement motivation and investigation of adolescents achievement patterns. The study suggests that face, sex, and class exercise had a great influence on specific type of achievement behavior.

Unierzyski (2003) found that students with high achievement motivation preferred the alignments and opportunities that could influence on them and could be completed successfully, but the students with low achievement motivation were not self-confident and provided their defeat context.
Robbins (2004) found that achievement motivation had a significant and positive effect on the academic achievement of college/university students.

Athman and Monroe (2004) found that better achievement motivation was associated with better cognitive engagement in schoolwork that improves academic performance.

Singh (2005) studied the determinations of learner achievement at primary stage and found that high socio economic status was positively related with achievement of students belonging to SC/ST groups was low and achievement of government school students was poor.

Gonzalez Dellass (2005), indicated a positive link between the parental involvement and students’ achievement motivation and attitudes.

Barsal, Thind and Jaswal (2006) studied on senior secondary school students in relation to home environment and achievement motivation. Result showed that good quality of home environment had significant positive correlation with high level of achievement motivation among high achievers. The sample for the present study consisted of adolescent girls in the age group of fifteen to eighteen years from Ludhiana city. Bhargava achievement motivation scale (1994) and home environment inventory by mishra (1989) were used to assess the achievement motivation and quality of home environment respectively. It was found that as the quality of home enjoinment deteriorates, the level of achievement motivation also deteriorates.

Adsul and V. Kamble (2006) studied the achievement motivation as a function of gender, economic background and caste different in
college students 192 under graduate students of various colleges from sangli city were selected. The age of the subject ranged from eighteen to twenty two years. Achievement motivation test (ACMT) developed by V.P. Bhargava (1994) was used for measuring the achievement motivation. Mean standard deviation and t- test were used for data analysis. The findings of the study showed that (i) gender difference in achievement motivation was significant (ii) Cast rendered significant effect on achievement motivation, forward and scheduled caste students had higher achievement motivation, while other backward and scheduled tribe students had below average achievement motivation. (iii) Impact of economic background of family was found met to be significant (iv) Cast, gender and economic background of family did not jointly affected to achievement motivation of college students.

Pratibha Sood (2007) examined the impact of family structure on emotional competence, achievement motivation and coping mechanisms among urban middle class preadolescents. The subject were 102 preadolescents (42 from father absent families and 60 from two parent in act homes) drawn from the middle class English medium schools of cities of Hyderabad and secunderaba. The emotional competence scle (Shrama and Bhardwaj, 1998) achievement motivation scale (Mehta, 1965) and test of stress management (Sood, 2003) were administrated to the sample. Data was analyzed by using product moment coefficient correlation and chi-square. Result indicated that in father absent sample emotional competence was positively and significantly related to achievement motivation and coping strategies. Girls from father absent home and in the total sample had higher need for achievement as compared to boys.
Gohil P.N. (2007) studied on achievement motivation of physically challenged and normal students. Primary, secondary and higher secondary school students were included in sample, Total 1251 (523 physically challenged student, 728 normal students) taken as sample. Result showed that normal boys and girls had high achievement motivation than physically challenged boys and girls.

Prashad (2007) studied the correlation between level of aspiration and achievement in relation to gender, cast, and found that gender and achievement of students did not have interactive effects on level of aspiration. He also found that the high achievers students had higher aspirations level in comparison to low achievers students.

Tickoo and Sangeeta (2008) studied the relationship between sense of deprivation and achievement motivation. The sample of the study comprised of 600 students studying in tenth standard was taken from jammu city. The result of the study showed that as the sense of deprivation increase achievement motivation.

Majed Alali Fatema (2009) studied the creative motivation, emotional motivation and achievement motivation among secondary school adolescents. A sample of 300 secondary school students (150 male and 150 ) in state of kuwait was selected. Intuition scale by Smith (2001), Creative motivation scale by Torrance (1972), emotional intelligence scale by Welson (2008) and achievement motivation scale by Althert (2002) were used for assessment of dimensions of institution, creative motivation, emotional intelligence and achievement motivation of subject regularly. Standard deviation and t-test statistical techniques were used for data analysis. The findings of the study were : (i) Male and Female students significantly different in their achievement
motivation (ii) Intuition found significantly and positively correlated with achievement motivation (iii) Creative motivation was found to be significantly correlated with achievement motivation (iv) Emotional intelligence was found significantly positive correlated with achievement motivation.

Veena Prajapati (2009) Studied that girls have more achievement motivation then boys.

N. Acharya and S. Joshi (2009) studied the influence of parent’s education on achievement motivation of adolescents. Sample consisted of 200 male and female adolescents of class 11th and 12th (thirteen to nineteen years) studying in different schools of varansi city. Deo Mohan achievement motivation scale (1985) was used to measure the achievement motivation of adolescents Mean, standard deviation and one way analysis of variance (ANOVA) were used for data analysis. The findings of the study were (i) Mother’s education levels significant effect on the achievement motivation of the adolescents in academic area. Achievement motivation in academic area was found more among adolescents belonging to post graduate and graduate mothers as compared to intermediate and high school educated mothers. (ii) Father’s educational level had significant effect on the achievement motivation of the adolescents in academic area. Achievement motivation in academic area was found more among adolescents belonging to post graduate and graduate fathers than intermediate and high school educated fathers.

Elias, Noordin and Mahyuddin (2010) examined the relationship between achievement motivation, self-efficacy and adjustment with a sample of first- fourth year university students in Malaysia. Result
showed that there was a significant and positive correlation between self-efficacy and achievement motivation.

Brouse (2010) found that female college/university students had significantly higher levels of achievement motivation than their male counterparts did.

Rama and Nirmala Devi (2011) found that the achievement motivation of rural and urban students differed significantly from one another.

Neha Acharya and Shobhna Joshi (2011) investigated the relationship between achievement motivation and parental support and to examine the gender differences in parental support. The sample for the present study consisted of 500 adolescents in the age group of 16 to 18 years from Varansi city who were enrolled in class 11\textsuperscript{th} and 12\textsuperscript{th}. The result indicted a positive correlation between achievement motivation and parental system. Girls were sensitive to parental support as compared to boys. The study revealed that parental support for their children seems to have strong influence on achievement motivation.

Ayele Gota (2012) studied on effects of parenting style, academic self-efficacy and achievement motivation on the academic achievement of university students in Ethiopia. The data on demographic characteristics, parenting styles, academic self-efficacy and achievement motivation were collected through self-report questioner from a sample of 2116 (763 females and 1353 males) undergraduate first year students selected from Ethiopia. Result showed that parenting style had a significant and positive direct effect on achievement motivation for female students, but not for male students’ only female students who
described their parents as authoritative had higher achievement motivation when compared with their counterparts who characterized their parents as non–authoritative.

Madhu Gupta (2012) studied on the effect of achievement motivation on the academic achievement of adolescents in relation to some demographic variables viz. gender, locality and type school. 320 adolescent students were determined on the basis of marks obtained in 10th class of board examination. Result showed that there was significant difference in academic achievement motivation in relation to gender, locality and type of school. It was found that male and female adolescents with high achievement motivation showed better academic achievement than their counterparts.

Ashwin Jansari (2012) examined the raltionship of students’s achievement motivation with gender, father’s occupation and mother’s education. The sample comprised of 120 secondary students of Ahmedabad city of Gujarat. Achievement motivation inventory (AMI) developed by Jansari was used for data collection. The data was analyzed by ‘t’ test. The result reveled that girls had more achievement motivation then boys. The students whose fathers doing service had more achievement motivation compared to business men.

Sunita Badola (2013) studied on academic achievement motivation and different administrative setups of secondary school students. Sample of 480 students of secondary level were taken from Pauri and Tehri Garhwali of Uttarakhand state. The mean difference was found significant on male and female as well as urban and rural secondary school students on their academic achievement motivation. Insignificant difference was found between public and convent school
students on their achievement motivation. Female secondary school students of government, public and convent schools scored higher mean value in comparison to male students of different set-ups of schools. Secondary school students studying in different administrative set-ups differ to their achievement motivation significantly.

Guillian Alaine L. Cornista, Charmaine Joy A. Macasact (2013) investigated the adversity quotient and achievement motivation of selected their year and fourth year psychology students of De La Salle Lipa. Ninety psychology students were included in this study. However, the researchers found that there was a significant relationship between the overall adversity quotient and each of the domains under achievement motivation of the respondents in this study. The present study concluded that the adversity quotient and achievement motivation had a relationship.

K. Velanurugan and V. Balakrishnan (2013) investigated the achievement motivation of higher secondary students in relation to locality and type of family. 600 students were taken as sample from Ariyalpur and Perambalur district in Tamilnadu. The Result of the study revealed that there was no significant mean difference between the rural and urban school students in their achievement motivation. In addition, it was inferred that there was no significant difference between the general stream higher secondary students coming from joint family and nuclear family in their achievement motivation.

Karimzadeh (2002) revealed a high positive correlation between self-concept and achievement motivation.
Vinita Varain (2005) studied on self-concept and achievement motivation in tribal and non-tribal students. Two hundred Santal and two hundred non-santal (non-tribal) under graduate female students were selected from different colleges of sental parganas district of Jharkhand. Rastigi’s (1979) self-concept scale and Hindi version of sentence completion test (SCT) by Mukherjee (1964) were used to measure self-concept and achievement motivation. Product moment coefficient correlation was used to analyze the data. The Findings of the study indicates that there was a positive correlation between the self-concept and achievement motivation in both tribal and non-tribal women group. The above findings indicated that high need achievement women trend to have high self-concept. Although santal women had significantly lower self-concept and achievement motivation than their non-tribal counterparts.

Sood (2006) wxamined the educational choice in relation to academic stress, achievement motivation and self-concept. There were 90 boys and 90 girls. They varied in age from 17 to 19 years. The results reported that subject who had high achievement motivation had high educational self-concept.

Leary (2007) examined the effect of self-concept on achievement motivation and academic achievement motivation found that self-concept had significant effect on achievement motivation and achievement of students.

Tella (2007) suggested that achievement motivation and self-concept were directly and indirectly related to academic achievement. High motivated students performed better academically than the lowly motivated student.
Mirella Zanoboni and Carmenusai (2010) studied on domain specific self-concept and achievement motivation in the transition from primary to lower middle school. Results showed that both stability and change in the transition from primary to lower middle school. A dynamic model explains the relationship among domain specific self-concept and school grades. After the transition, the roles of competence self-concept increase in importance of infusing the other components of self-concept.

Lama Majed Al-Qaisy and Jihad Turki (2011) studied on adolescents’ creativity, self-concept and achievement motivation. Students of std. 10, 11 and 12 were selected as sample from Amman city. The result indicated that achievement motivation of the high self-concept of the male and female adolescent was greater than the average and the low self-concept and the correlation between the creativity with their physical self, social self, temperament self, educational self, moral self, intellectual self and total self-concept of sub samples were not significant.

Riffat-Un-Nisa Awan and Anjum Nazz (2011) examined the achievement motivation and its relationship with achievement motivation and self-concept. The subject consisted of 336 students (146 male and 172 female) from four public and four private secondary schools of the Sargodha district, Pakistan. An Urdu translated version of academic self-description questionnaire (Marsh, 1990) and general achievement goal orientation scale were used. The result revealed that achievement motivation and self-concept were significantly related to academic achievement. Significantly, gender differences were discovered which were in favor of girls.
Surindar Singh (2012) attempted to find can be significant relationship of achievement motivation of senior secondary students in relation to their self-concept and socio-emotional climate of the school. The sample consisted of 300 students from 10 governments senior secondary school of Solan district of H.P. were selected randomly. The investigator had used self-concept inventory by Mohsia Scale, socio-emotional School climate inventory by Renuka Kumari Sinha and achievement values by Rajni Bhargava were used to collect the necessary data from the students. The data were analyzed by using analysis of variance. The conclusion of the study revealed that achievement motivation of senior secondary school students did not differ significantly at different levels of their self-concept and socio-emotional climate interacted significantly with regard to the achievement motivation of the students.

Gupta, (1983) “A study of personality Characteristics of 9th grade over and under achieving boys and girls of different levels of achievement motivation” Sample – 310 boys and 215 girls of 9th grade have been selected. Instruments – use of achievement motivation inventory. Finding - Educational achievement and achievement motivation have mutual relations.

Bharti, (1984), “Study of self-identity of pre-adolescence period and achievement motivation” Sample - 180 boys’ students and 180 girls’ students were selected from higher secondary school of Hyderabad. Findings – (1) No influence of gender is observed regarding achievement motivation. (2) The level of achievement motivation was higher in the students coming from higher socio economic status.
Rita, Tiwari, (1984), “Title – Study of achievement level and intellect of the children of the privilege and non-privilege class” Finding – the level of achievement motivation was higher in the children of higher class than those in the lower class.

Ahluwaliya, (1985), “Study of the factors influencing achievement motivation” Sample - The study of 200 boys of the age of 8 to 12 studying in government, private and central schools. Findings: There is no influence of gender on achievement motivation, The influence of age an achievement motivation is meaningful and positive, The serial order of birth as a child does not influence achievement motivation, Education achievement creates meaningful and positive effect on achievement motivation, Mothers’ education not fathers education influence achievement motivation, Mothers or fathers profession does not influence achievement motivation, Dependency influences negatively on achievement, The level of achievement motivation is higher among the students of the school of higher level than that of the lower level.

Sinha, (1986), “To know the relation among achievement motivation, Intellect and achievement in mathematics” Sample : 184 Student from the school of Delhi and 184 students from the school of Haryana were selected. Finding : There is no variation in the score regarding between the school of Delhi and the school of Haryana.

Mansuri, (1986), “Title – Study the achievement motivation of the students of 5th and 6th grade on the basis of psychological and social facts” Instruments : B.V. Patel and I.A. Vora’s test for measuring socio-economic status J scale of measuring achievement motivation,
K.K. Nijawan’s scale for measuring anxiety and for measuring higher ability, J.Z. Patel’s scale has been used. **Finding**: Successfully meaningful improvement is observed in children’s achievement motivation. The level of achievement motivation is higher in higher class children than in lower class children, The influence of grade is seen in achievement motivation—good achievement motivation is seen among the students who obtain higher grade, The level of achievement motivation is higher among students who have lower level of anxiety than those who have higher level of anxiety, If children are motivated from school higher level of achievement motivation is seen among them, Students with good general high ability are seen with higher achievement motivation.

Patel, Ronak K. (2006), “Comparative study of achievement motivation of the girl students of the 10th and 12th standard, those mothers are graduate and non-graduate” **Sample** – The girl students of the school of modern area were selected. The girl students out of 60 the 30 students’ mothers were graduate and 30 students’ mothers were non-graduate the girls were of the 19th standard in the same way 30 girls of the 10th standard were selected whose mothers were graduates and 30 girls were selected whose mothers were not graduate. **Instruments**: Research inventory regarding achievement motivation translated in Gujarati by Jansari (2006) was used. **Finding**: T ratio of the students of standard 10 and 12, There is signification difference between 10 and 12 standard girls achievement motivation, There is no signification difference in achievement motivation in relation to their mother’s education, There is no influence of standard is seen on intelligence, No influence of mother’s education is effective on achievement motivation,
Achievement motivation difference is not seen in graduate and non-graduate mothers.

Chauhan, Priti B. (2006), “Study the achievement motivation of the students with reference to gender and study” Sample- 30 boys and 30 girls of standard 10\textsuperscript{th} and 30 boys and 30 girls of standard 12\textsuperscript{th} of school of Krishna nagar area of Ahmedabad had been selected. \textbf{Instrument} – (2006) Achievement motivation Inventory translated in to Gujarati by Jansari has been referred. \textbf{Finding} –The achievement motivation quotient is meaningless in the boys and girls of 10\textsuperscript{th} and 12\textsuperscript{th} standard, so gender and the standard of study have no influence on the achievement motivation quotient.

Mistry, Vrajesh (2006), “Study of achievement motivation among students in relation to parents’ occupation, standard and caste” \textbf{Model} : 30 boys students and 15 girls students of standard 12\textsuperscript{th} of Ahmedabad Sabarmati area school and 15 girls students of standard 10\textsuperscript{th} were taken as models for study. \textbf{Instruments} : (2006) The use of achievement motivation inventory translated into Gujarti by Jansari. \textbf{Finding}-There is no difference in the level of achievement motivation between the students and the 12\textsuperscript{th} standard and there is no difference in the quotient of achievement motivation of boys and girls.

Valodara, Naresh S. (2006), “Study of the achievement motivation of adolescence boys and girls studying in the 11\textsuperscript{th} standard” \textbf{Model}- 60 boys and 60 girls of Megani Nagar area school, studying in various schools in standard 10\textsuperscript{th} are taken as model. Total 120 students have been taken as models. \textbf{Finding} – The achievement motivation quotient of boys and girls are not meaningful, no influence of gender is
observed on achievement motivation, there is no meaningful difference in achievement motivation between the students of standard 11th who obtained the first class and the third class. There is no influence of class 12 on achievement.

Jansari, Aswin (2006), “Study of achievement motivation on the basis of students’ gender and educational achievement” Instrument – (1998) Achievement motivation research Inventory into Hindi by Mishra has been referred. Finding- There is no difference observed in achievement motivation among the students having higher and lower educational achievement, Difference regarding achievement motivation on the basis of gender. The level of achievement motivation is seen higher among girls than boys.

Dhruva, chaitali (2007), “Study of achievement motivation of the students of standard 9th on the basis of area, gender and father’s occupation” Model – 30 boys and 30 girls’ students from the East area of the school of Ahmadabad and from the west side school of Ahmadabad, 30 boys and 30 girls have been taken as models. Instruments- (2006) Achievement motivation translated into Gujarati by Jansari has been referred to, Finding- No influence is found on the students of standard 9th on the basis of gender regarding achievement, There is no meaningful difference between the students studying in the east or west side school regarding achievement motivation quotient, Father’s occupation does not influence students’ achievement motivation quotient.

2.6 SUMMARY:-

Attempts have been made to study the various factors affecting achievement motivation. In Gujarat especially in Kachchh district much
study is not undertaken regarding achievement motivation and vocational Interest. Observing reference literature, caste, family, faculty, area of much study have not been undertaken in such field. In the text chapter, we shall come to know about various aspects of research such as variations, instruments, models, statistical analysis etc.