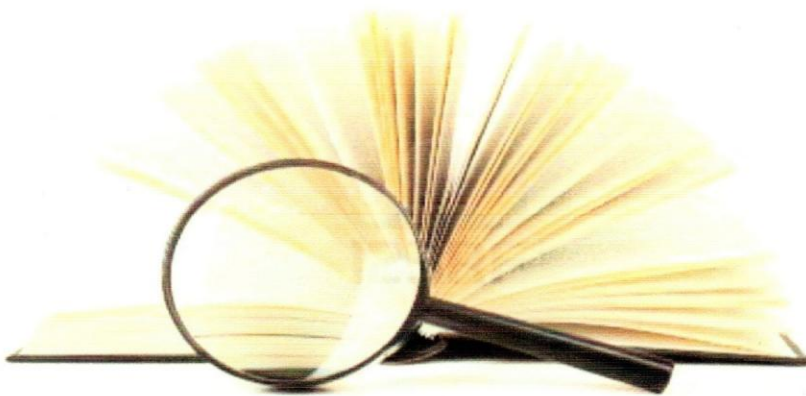


CHAPTER II

REVIEW OF RELATED LITERATURE



Literature Review

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2.1.0 INTRODUCTION

A literature review is the documentation of selected research on a research problem. A review may form an essential part of the research process or may constitute a research process or may constitute a research project in itself.

2.2.0 REVIEW OF RELATED LITERATURE

Sandhu, (2004) done research on Academic Achievement of Adolescents in relation to Achievement Motivation and Study Habits. Objectives of the study were: i) To study the significance of relation between Academic Achievement of Adolescents and Achievement Motivation. ii) To study the significance of relation between Academic Achievement of Adolescents and Study Habits. Findings of the study were: The result of the study show significant positive relation between Academic Achievement and Achievement Motivation and also between Academic Achievement and Study Habits.

Muola, (2010) conducted a study on A study of the relationship between academic achievement motivation and home environment among standard eight pupils. Objectives of the study were: to investigate the relationship between academic achievement motivation and home environment among standard eight pupils. Findings of the study were: A significant ($p < 0.05$)

positive relationship was found between six of the home environmental factors, that is fathers' occupation ($r = 0.22$), mothers' occupation ($r = 0.26$), fathers' education ($r = 0.15$), mothers' education ($r = 0.14$), family size ($r = 0.26$) and learning facilities at home ($r = 0.23$) and academic achievement motivation. Parental encouragement was the only factor that was not significantly ($r = 0.03$) related to academic achievement motivation. Although these correlations are low, they showed that pupils' motivation to do well in academic work is to some extent dependent on the nature of their home environment.

Ahluwalia, (1985) conducted a research entitled A Study of factors affecting Achievement Motivation. Objectives of the study were- i) To Study the effect on sex on achievement motivation. ii) To Study the effect of age, birth order, academic performance, parents education, parents occupation and parents economic status separately on achievement motivation. iii) To study the effect of rural urban upbringing size of the family and dependency separately on achievement motivation. iv) To study the effect of size of the school and organisational climate of school separately on achievement motivation. Findings of the study were-i) Sex of the child had no effect on achievement motivation. ii) Age was significantly and positively related to achievement motivation. iii) Achievement motivation was not affected by birth order. iv) Academic performance was positively and significantly related with achievement motivation.

Bharathi, (1984) conducted research entitled study of self concept and achievement motivation of early adolescents. Objectives of the study were- i) To study the aspects of self concept, that is real, ideal. Self concept and the self ideal discrepancy. ii) To study achievement motivation and various self concept measures in different age groups, different sex groups and different socio economic status group. iii) To observe the interaction effects of age, sex and socio-economic status and achievement motivation. Findings of the study were- i) Older age group subject perceived themselves as being less able, less aspiring for greater ability and showed more dissatisfaction with their ability. ii) No age differences were found in self concept with respect to adjustment. iii) Achievement motivation was found to be the highest among the high SES groups and lowest in low SES groups.

Alam, (2001) done research on academic achievement in relation to socio economic status, Anxiety level and Achievement motivation. Objectives of the study were- i) To study Academic achievement in relation to socio economic status of the located sample of school going children. ii) To study the extent up to which academic achievement of the children are affected by their anxiety level. iii) To study academic achievement with respect to achievement motivation of school going children. iv) To compare the data on academic achievement, socio economic status, anxiety level achievement between muslim and non muslim school children. Method of the study was- The incorporated method and procedure opted for investigation various

tools/questionnaires were used such as socio economic status scale by Dr. Beena Shah; comprehensive Anxiety Test by Dr. Harish Sharma, Dr.Rajiv Lonchan Bhardwaj and Dr .Mahesh Bhargava (1992). Achievement motivation scale by Dr. Beena Shah was administered for collection of data. The data were tabulated and statistical treatment to the data was given using sample product moment coefficient of correlation t- test and skewness through computer. Findings of the study was- Significant positive relationship has been witnessed between socio economic status and academic achievement, negative relationship exists between anxiety and academic achievement, positive relationship between achievement motivation and academic achievement of muslim and non muslim children. Both muslim and non muslim children have significant inverse relationship between socio economic status and anxiety. Socio economic status goes along with higher achievement motivation. The academic achievement of non muslim children has been found superior in comparison to their muslim counterparts. The non muslim children have less anxiety in comparison to muslim children. On the measure of achievement motivation, non muslim children are found to be superior to muslim children. The study cites one hundred seventy seven references.

Ellekka and Elankathir, (2001) Conducted study on Achievement Motivation of higher secondary students and their achievement in physics. Journal of Educational Research and Extension. Objectives of the study were- i) To assess the achievement motivation of higher secondary students and

achievement in physics. ii) To find out whether there is any significant difference between mean scores and achievement scores of boys and girls and in Tamil medium and English medium. iii) To find out the nature of relationship between the components of achievement motivation and achievement of Higher Secondary students in physics. Methods- Descriptive Normative Survey method was employed in the study. The sample was taken 530 students studying in physics in the second year of higher secondary school, in Cuddalore district in Tamil Nadu using probability sampling method for the study. Tools were such as achievement motivation inventory (Prayag Mehta, 1969) and academic achievement for the study. Findings of the study were- i) The mean scores of achievement related motivation was higher for girls than boys. ii) There was no significant difference between the students studying in Tamil medium and the students studying in English medium. iii) There was no significant difference in achievement mean scores in Physics between (a) boys and girls (b) A group and B group (c) Tamil medium and English medium. iv) The positive correlation were found between the achievement related motivation and achievement marks in Physics in respect of (a) girls (b) students studying in Tamil medium.

Singh, Deshwal and Rekha Rani, (2012) conducted study on Achievement Motivation of Parented and Orphan adolescents. Objectives of the study were- i) To study the difference in mean scores of achievement motivation of parented and orphan adolescents. ii) To study the difference in mean scores of

achievement motivation of parented male and female adolescents. iii) To study the difference in mean scores of achievement motivation of orphan male and female adolescents. iv) To study the difference in mean scores of achievement motivation of parented male and orphan male adolescents. v) To study the difference in mean scores of achievement motivation of parented female and orphan female adolescent. Findings of the study were- i) Significant difference was found in mean scores of achievement motivation of parented and orphan adolescents. Parented adolescents were possessing higher level of achievement motivation than orphan adolescents. ii) Significant difference was found in mean scores of achievement motivation of parented male and female adolescents. Parented male adolescents were possessing higher level of achievement motivation than parented female adolescents. iii) Significant difference was found in mean scores of achievement motivation of orphan male and female adolescents. Orphan male adolescents were having higher level of achievement motivation than orphan female adolescents. iv) Significant difference was found in mean scores of achievement motivation of parented male and orphan male adolescents. v) Significant difference was found in mean scores of achievement motivation of parented female and orphan female adolescents were having higher level of achievement motivation than orphan female adolescents.

Kavyakishore, Ksheersagar, (2014) conducted research on Achievement in Science of secondary school students in relation to achievement motivation. Objectives of the study were- i) To

study the difference in achievement in science of boys and girls of IX standard. ii) To study the difference in achievement in science of boys and girls of IX standard students studying in different types of schools. iii) To study the Achievement in Science of IX standard students in relation to their different levels of achievement motivation. Findings of the study were- i) There is a significant difference in achievement in science between IX standard boys and girls of Bangalore city. ii) There is a significant difference in achievement in science between IX standard students study in government and private schools of Bangalore city. iii) There is a significant difference in achievement in science between IX standard students belonging to low and moderate levels of achievement motivation. iv) There is a significant difference in achievement in science between IX standard students belonging to moderate and high levels of achievement motivation. v) There is a significant difference in achievement in science between IX standard students belonging to low and high levels of achievement motivation. vi) There is a significant relationship between achievement in science and achievement motivation among the students of IX standard studying in Bangalore.

Mishra and Jain, (2013) conducted research on Impact of Achievement Motivation, Gender and Locale on Achievement in Mathematics among secondary school students. Objectives of the study were- i) To study the impact of motivation on academic performance of male and female students in mathematics. ii) To compare the academic performance of highly motivated and

lowly motivated students in mathematics achievement. iii) To study the impact of motivation on academic performance of rural and urban students in mathematics. Findings of the study were- i) There is no significant difference in the impact of motivation on academic performance on male and female students in mathematics. ii) There is no significant difference in academic performance of highly motivated and lowly motivated students in mathematics achievement.

Sharma , Subramaniam and Narayana, (2006) conducted study on Relationship between self concept, Achievement Motivation and Achievement in mathematics a gender comparison. Objectives of the study was to find out the relationship between self-concept, achievement motivation and achievement in mathematics among boys and girls. Findings of the study were- i) There is no significant relationship between self concept and achievement motivation among boys, while a significant positive relationship is found between self- concept and achievement motivation among girls. ii) Boys and girls have shown a significant relationship between self concept and achievement in mathematics. iii) Boys and girls have shown a significant relationship between achievement motivation and achievement in mathematics.

Sadar, (2014) conducted study on Level of Aspiration and Academic Achievement Motivation among adolescents. Objectives of the study were- i) To find out level of aspiration of

students of 12th standard in science discipline in rural and urban areas. ii) To find out the level of aspiration of boys and girls separately. iii) To compare the level of aspiration of rural and urban 12th standard science students. iv) To find out the academic achievement motivation of 12th standard in science discipline in rural and urban areas. v) To find out the academic achievement motivation of boys and girls separately. vi) To compare the academic achievement motivation of rural and urban 12th standard science of students. vii) To find out the relation of level aspiration and academic achievement motivation. Findings of the study were- i) the girls and boys have average level of aspiration and they are average aspirants but the score of boys is higher than girls. ii) The urban students are higher aspirants than rural but the category of both is average. iii) There is no significant difference in the level of aspiration of girls and boys are accepted. iv) There is no significant difference between the level of aspiration of the rural and urban student is accepted. v) There is no significant difference between the academic achievement motivation of girls and boys are accepted.

Choudhary, (2003) conducted research on A study of classroom environment, Achievement motivation and Attitude towards mathematics. Objectives of the study were- i) To compare the different categories of classroom environment in respect of attitude towards mathematics and achievement motivation. ii) To compare the different categories of attitude towards mathematics in respect of classroom environment and achievement motivation. iii) To compare the different categories of

achievement motivation in respect of classroom environment and attitude towards mathematics. iv) To study the different of classroom, attitudes towards mathematics and achievement motivation of the students of urban area and rural area. v) To find out interrelationship between classroom environment achievement motivation and attitude towards mathematics. Findings of the study were- i) There is a significant difference of classroom environment, achievement motivation and attitude towards mathematics. ii) Relationship among the variables classroom environment, achievement motivation and attitude towards the mathematics of students belonging to different types of school. iii) Comparison of classroom environment, achievement motivation and attitude towards mathematics locality wise.

Chauhan, (2003) conducted research on A Comparative Study of the Achievement Motivation of Scheduled Tribe and Scheduled Castes students of Himachal Pradesh in relation to their Intelligence and Socio- Economic Status. Objectives of the study were: i) To study the difference in the achievement motivation of scheduled tribe and scheduled caste students. ii) To study the difference in the achievement motivation of boys and girls. iii) To find out the interactional effect of community (ST and SC) and sex in relation to the achievement motivation of students. iv) To study the difference in the achievement motivation of students at different levels of intelligence, e.g. high, middle and low. Findings of the study were: i) Scheduled caste and Scheduled tribe students did not differ significantly in

relation to their achievement motivation. However, Scheduled caste boys and girls had slightly had higher achievement motivation than the scheduled tribes boys and girls. ii) Community and sex did not interact significantly in relation to the achievement motivation of students. iii) The achievement motivation of students differed significantly in relation to their achievement motivation at different levels of intelligence, high, middle and low.

Ayub et al. (2010) studied that relationship between University student's achievement motivation, attitude and academic performance. The results indicated a positive significant correlation between student's attitude towards learning and achievement motivation and between student's attitude and academic achievement. However a negative and low correlation was observed between student's achievement motivation and their academic achievement.

Kamble and Adsul (2009) explored the relative contribution of academic stress, achievement motivation and academic achievement among adjustment of high school students. 160 students of Sangli and Kolhapur district were selected by random sampling method. Multiple regressions were done to analyze the data. The findings of the study revealed that academic stress and adjustment is negatively related with each other, while achievement motivation and academic achievement is positively related with adjustment. Most important finding of this study is

that academic achievement and stress is found to be the most successful predictor of achievement among high school students.

The study of **Fan and Zhang (2008)** largely supported the hypothesis that the more creativity generating and complex thinking styles were positively correlated with achievement motivation to approach success and negatively correlated with achievement to avoid failure. The study also found that the situation or task-dependent thinking styles were positively correlated with achievement to approach success and negatively correlated with achievement motivation to avoid failure.

The study of **Bong (2004)** revealed that students form motivational beliefs that are subject matter specific and that some beliefs generalize more than others across, multiple academic domains. On average, attributional beliefs appeared least “generalizable” followed by task value and mastery achievement goal orientations. Academic self-efficacy beliefs were correlated moderately whereas performance approach and performance avoidance achievement- goal orientations demonstrated strong correlation across different contexts. Motivational beliefs in each of the specific school subjects were more strongly correlated with motivational beliefs in general school learning than with beliefs in other areas of subject matter.

Punj (2014) done research entitled “A Study of Achievement Motivation and Parental Encouragement Among Secondary School Students.” Objectives of the study were- i) To find significant differences in achievement motivation among secondary students with good parental encouragement and poor parental encouragement. ii) To find significant sex differences in achievement motivation among secondary school students. iii) To find whether significant interaction exists between parental encouragement and sex among secondary school students with achievement motivation as dependent variable. Findings of the study were- i) There were no significant differences in achievement motivation among secondary school students with good parental encouragement and poor parental encouragement. ii) There were no significant sex differences in achievement motivation among secondary school students. iii) There was no interaction between parental encouragement and sex among secondary school students with achievement motivation as dependent variable.

Krishan and Bhan 2011) conducted a research entitled “A study of Achievement Motivation differences among +2 adolescents studying in government and private institutions of different socio-economic locales.” The objectives of the study were: i) To find out the sex differences in the mean achievement motivation scores of +2 students. ii) To find out the locality difference in the mean achievement motivation scores of students. iii) To find out the socio-economic status difference in the mean achievement motivation scores of students. iv) To find out the institutional

difference in the mean achievement motivation scores of students. The major findings were: It is inferred from the present study that the adolescents' girls in general, students belonging to the rural localities and students of high socio-economic status group showed high achievement motivation level than the adolescents' boys, urban students and low SES students respectively at +2 stage.

2.3.0 TO SUM-UP

By studying the above research studies it gets clear that there are many researches which have been conducted to see the relationship between Achievement Motivation and Academic Achievement of the students. Hence above mentioned researches were the bases for the present study. All the researches which had been conducted in the field of achievement motivation had shown the positive effect of achievement motivation on the academic achievement of the students. The gap which I had found after the review of these studies that very few studies were conducted in high school level therefore I had decided to see the relationship between achievement motivation and academic achievement on students of class X.