

## Chapter II

### Review of Related Literature

#### 2.0 Introduction

The review of related literature is "the selection of available documents (both published and unpublished) on the topic, which contain information, ideas, data and evidence written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed" (Hart, 1998, p.13; Cited in Schryen, Wagner & Benlian, 2015). It is relative to existing knowledge and builds a specific angle to spark useful insights on the topic of the researcher selected. It is an in-depth overview of frameworks, methods, and instruments that the researcher is knowledgeable about the problematic area (Sekaran & Bougie, 2018). A literature review is an evaluative report of information found in the literature related to a selected area of study. The review should describe, summarize, evaluate and clarify the literature. It should give a theoretical base for the research and help the author determine the nature of the research. A literature review is more than the search for information and goes beyond being a descriptive annotated bibliography. All works included in the review must be read, evaluated and analyzed, but relationships between the kinds of literature must also be identified and articulated in relation to the field of research (Maheswari, 2017).

The main purpose of reviewing the literature is to determine what has already been done that relates to the research topic and prevents the researcher from unintentionally duplicating others' research. With the help of a review of the literature, the researcher gets an opportunity to identify any gaps in that particular review and to provide a rationale for how the proposed study may contribute to the existing body of

knowledge and refine the research questions and embed them in guiding hypotheses (Gay et al., 2019). Literature reviews provide a more detailed analysis of the study, a study-by-study approach in which each study is examined for its purpose, methods of data collection and major findings. These reasons lead to a rationale for a study (Creswell, 2019). For the present study, the investigator has arranged the reviews thematically and chronologically. Furthermore, studies on personality characteristics are placed in the first section, reviews on educational aspirations in the second section and self-concept in the third section of the chapter. The fourth section deals with reviews on the relationship among personality characteristics and educational aspirations, educational aspirations and self-concept, and self-concept and personality characteristics. Studies conducted in India have been placed before abroad studies for three variables

## **2.1 Reviews on Personality Characteristics**

### **2.1.1 Studies Conducted in India on Personality Characteristics**

**Venkata & Ramakrishna (2010)** conducted a comparative study on the Personality Characteristics of High and Low Academic Achievers. The objectives the study was to compare the personality characteristics of high and low academic achievers and to find out whether there are any significant differences between rural and urban high school students in their personality characteristics. For measuring personality characteristics, the investigator administered Cattell's High school personality Questionnaire, standardized and translated in to Telugu version form-A (HSPQ). The results showed that High academic achievers and low academic achievers differ significantly on personality factor 'E' only. High academic achieving boys and low academic achieving boys differ significantly on personality factors 'E' and 'Q1' only. High academic achieving girls and low academic achieving girls differ

significantly on personality factors C, E, F, I and Q3 only. High and low academic achievers studying in high schools which are located in rural areas don't differ significantly.

**Peerzada (2014)** conducted a study on Comparative Study on Personality Characteristics of Rural and Urban Adolescents of District Anantnag and Srinagar (J&K), India. The main findings of the study revealed that there is significant difference between rural and urban adolescent on personality characteristics. It further revealed that the male adolescents have higher personality characteristics than female adolescent.

**Suvarna & Bhata (2015)** conducted a Study on Academic Achievement and Personality characteristics of Secondary School Students. According to the study's conclusions, there is a substantial difference in secondary school students' personalities depending on their age, gender, language, and religion. There is also a very slight positive association between academic success and students' personalities.

**Manisha (2016)** studied into the Dimensions of Personality of Secondary School Teachers. The present investigation was to find out the difference between secondary school teachers in relation to the dimensions of personality. The findings of the study showed that there is a significant difference between male and female, rural and urban secondary school teachers in relation to the various dimensions of personality. Significant difference was also found between govt. and non-govt school secondary school teachers in relation to the various dimensions of personality.

**Dupak & Tok (2017)** studied the Personality traits of secondary school students in lower Dibang valley district of Arunachal Pradesh. The results showed that personality traits among secondary school students in the did not differ between male and female, urban and rural, non-tribal and tribal, and mean scores indicate that

male, urban, non-tribal secondary school students have higher personality traits than female.

**Hussain (2017)** undertook a study on Emotional Intelligence, Social Intelligence and Personality Traits among Orphan and Non-orphan children. The findings of the study revealed a significant difference among orphan and non-orphan children on EI (emotional intelligence) but on the other hand; they have a low level of social intelligence when compared to orphans. A significant difference can also be seen from the findings of the study among boys and girls on EI (emotional intelligence), whereas there was no significant difference on SI (social intelligence) among boys and girls. The results of the study also showed that the girls are more active and the dominant personality trait among boys comes out to be assertive.

**Khirade (2017)** conducted the study to compare the Personality Dimensions of M. Ed student teachers. The study was conducted on a random sample of 98 M.Ed Students. The Dimensional Personality Inventory by Mahesh Bhargava was used to collect the data. The result of the present study reveals that, there is no significant difference between the Male and female Student Teachers in their personality Dimensions such as Activity- Passivity Trait, Enthusiastic and Non- Enthusiastic Trait, Suspicious –Trusting Trait, Depressive-Non Depressive Trait and Emotional Instability and Emotional Satiability, except Assertive- Submissive dimension of personality.

**Mandal & Mehera (2017)** conducted a study on personality characteristics of rural altruistic adolescent students at secondary level. The result revealed significant gender difference in altruism as well as in two of Big Five Personality Traits. Rural altruistic adolescent boy students scored higher on Extraversion than rural altruistic adolescent girl students whereas the later scored higher on Agreeableness than the

former. One notable point is that there was no significant gender difference in Openness, Conscientiousness, and Neuroticism. High Altruistic adolescent students possessed more Extraversion and Agreeableness than both Medium and Low Altruistic adolescent students. Again there were significant differences between the students of Medium Altruistic group and Low Altruistic group in respect of Conscientiousness, Extraversion and Agreeableness favouring the former group. The study further indicated that three personality traits namely, Conscientiousness, Extraversion and Agreeableness were essential for construction of altruistic personality of rural adolescent students as regression equations confirmed the ability of altruism of rural adolescent students to predict those traits.

**Sharma & Patidar (2018)** conducted a research on Effects of Different School Environment on Personality Development of Rural Girls Students in Ratlam District. The study was designed to find out the effect of school environment on personality development of 6-12 class girls' student in different school. The findings of the present study was found that school environment have significant effect on selected personality traits.

**Mohta (2018)** explored the Effect of counselling on personality: An empirical study. The main objective of the study was to measure the effect of counselling on the personality of students studying in class IX. It measures 12 (six positive & six negative) personality dimensions, Activity - Passivity Trait, Enthusiastic and Non-Enthusiastic Trait, Assertive - Submissive, Suspicious- Trusting, Depression-Non-Depression and Emotional Instability and Emotional Stability. On the basis of the counselling interventions, there has been significant change at 0.01 level of significant in the personality dimension of Activity in the experimental group. No significant change has been found in their personality dimensions.

**Akram & Khan (2020)** undertook a study on Personality traits of secondary school students: A Comparative Study -the objective of the study was to investigate the personality traits of secondary school students in relation to gender. According to the findings, there was a substantial difference between male and female secondary school pupils in terms of extraversion, agreeableness, conscientiousness, neuroticism, and openness as well as overall personality traits. In comparison to female students, male students scored significantly higher on traits compared to male students, female students scored much higher on agreeableness and conscientiousness.

**Jain et al., (2020)** conducted a study on Personality traits of Senior Secondary Schools and their impact on the academic achievement. The findings of the study revealed that most of the students were male and maximum of the students preferred science stream. Male and female students differ significantly over various personality traits. Reasoning, Emotional stability, Self- reliance and tough mindedness are the most dominant personality traits amongst the students. There is also significant relationship between personality traits and academic achievement.

**Chauhan & Joshi (2021)** investigated the Effect of individual's birth order on dimensions of personality. The behaviour of human beings depends on their personality which is made up of the characteristic's patterns, cognitive, emotional and overt behaviour. It is believed by many psychologists that birth order of the person affects his personality. The present study deals with the effect of birth order on individual's personality. Various dimensions of personality have been measured to study the difference. Findings indicate differences in respect of personality dimensions of the first, middle and last born. Dimension wise analysis of personality may help to improve the quality of family as well as social adjustment of children and their care givers.

### **2.1.2 Studies Conducted Abroad on Personality Characteristics**

**Hong & Lin (2011)** investigated of Students Personality Traits and Attitude towards Science. The findings were as follows: female students had higher interest in science and made more contributions in teams than their male counterparts across all grade levels. As students advanced through school, student scores on the personality trait scales of Conscientiousness and Openness sharply declined; students' scores on Neuroticism dramatically increased. Elementary school and high school students had significantly higher total scores on interest in science than those of vocational high and junior high school students. Scores on the scales measuring the traits of Agreeableness, Extraversion, and Conscientiousness were the most significant predictors of students' attitude towards science.

**Moyosola & Akomolafe (2013)** undertook a study on Personality Characteristics as Predictors of Academic Performance of Secondary School Students. Findings showed that personality dimensions jointly and relatively predicted academic performance except neuroticism. The findings imply that teachers should construct learning environments that take into consideration students' individual differences and strengths. Appropriate counselling interventions should be used to assist students experiencing worry, anxiety, frustration and stress to deal with their concerns.

**Troncone et al., (2014)** conducted a study on Personality Traits, Self-Esteem and Academic Achievement in Secondary School Students in Campania, Italy. The academic results correlated significantly both with personality traits and with some dimensions of self-esteem. Moreover, hierarchical regression analyses brought to light, in particular, the predictive value of openness to experience on academic marks. The results, stressing the multidimensional nature of academic performance, indicate

a need to adopt complex approaches for undertaking action addressing students' difficulties in attaining good academic achievement.

**Suldo et al., (2015)** formulated a study on Adolescent life satisfaction and personality characteristics: Investigating Relationships Using a Five Factor Model. The result of the study indicated that approximately forty seven percentage of the variance in adolescents' life satisfaction scores was accounted for by their levels of the Big Five personality factors. Neuroticism emerged as the strongest predictor. Openness, conscientiousness, and extraversion were also significant and unique predictors of life satisfaction. Regarding gender differences, a higher level of agreeableness was related to higher life satisfaction for girls, but not for boys. Findings support the importance of including all Big Five personality factors in exploratory models of life satisfaction, and contribute to an understanding of gender-specific models of predictors of life satisfaction.

**Raza & Nida (2017)** undertook a study on Influence of the Big Five personality traits on academic motivation among higher education students: Evidence from developing nation. The result shows that all the personality traits create a significant positive effect on academic motivation except for agreeableness which has an insignificant effect on academic motivation. This study highlights the importance of personality trait in forming academic motivation of the students and also helps the educational institutions and teachers to develop of strategy accordingly.

**Cheuib (2018)** conducted a study on Personality and learning: An investigation into students' personality development as an outcome of the Lebanese education system. The most noteworthy findings were: the ratio of the students' personality traits of Conscientiousness and Extraversion are more dominant as compared to the remaining three Big Five personality traits; the Conscientiousness



personality trait is the most dominant, whereas Neuroticism is the least dominant personality trait; and there was a significant difference between male and female students in two big personality traits (Conscientiousness and Agreeableness).

**Upadhyaya & Joshi (2021)** tested the Relationship between Personality Traits and Academic Achievement of School Students. This study explored HEXACO personality traits and the prediction of academic achievement through personality traits and demographic variables. The results showed significant gender differences in the E trait only. Academic achievement did not differ significantly for gender. Results showed that X and C traits showed a significant correlation with academic achievement. Further, the variation in academic achievement was predicted by the combined effect of personality traits and demographic variables. Further, extraversion and conscientiousness were the significant independent predictors of academic achievement. Thus, personality traits should be considered to improve students' academic achievement.

## **2.2 Reviews on Educational Aspirations**

### **2.2.1 Studies Conducted in India on Educational Aspirations**

**Ahmed et al., (2012)** did a study on self-concept, level of aspiration and academic achievement of physically challenged and normal students at secondary level. The result of the study highlight that the normal secondary school students have high real self, level of aspiration and academic achievement as compared to physically challenged students. On the other hand, physically challenged students were found to have high ideal self as compared to normal students.

**Kaur (2012)** conducted study on educational aspirations of adolescents in relation to their level of intelligence. The motive of the current study was to investigate how teenagers' educational aspirations correlated with their intellect. The

results indicate that gender and type of school do not influence the educational aspirations of adolescents, but different levels of intelligence influence the educational aspiration of the adolescents.

**George (2014)** studied on Educational aspiration of higher secondary school students: A comparative study based on certain demographic variables. The present study was an attempt to explore the level of educational aspiration among higher secondary school students in Kerala State. It was revealed that the higher secondary school students possess a moderate level of educational aspiration. It was also found that gender and domicile influence the level of educational aspiration. Female students possess a higher level of educational aspiration than that of their male counterparts. Similarly, urban students excel rural students with respect to educational aspiration. However, it was revealed that parental educational status does not influence educational aspiration of students. The findings of the study indicate the need of providing special attention to enhance the educational aspiration of male students and students from rural areas.

**Rajesh & Chandrasekaran (2014)** conducted a study on level of aspiration of high school students. This current investigation was also aimed to study the Level of aspiration of high school students in relation to the background variables such as sex, residential locality, medium of instruction and school management. The result reveals that girls had higher aspiration than that of boys. The study further reveals that aspiration levels of English medium students are higher than that of Tamil medium students.

**Behera & Samal (2015)** conducted a research on Category (Tribe and Non-Tribe) As a Factor in Educational Aspiration of Secondary School Students: An Investigation. Findings of the study revealed the following - The students belonging

to tribe differed significantly to their non-tribe counterparts in respect to their Educational Aspiration. There was a significant difference between the Tribal School boys and Non-Tribal School boys in their Educational Aspiration. There was a significant difference between Tribal School Girls and Non-Tribal School Girls in their Educational Aspiration. The tribal students of rural area differed significantly to their rural non-tribal counterparts in respect to their Educational Aspiration. Urban Tribal students would differ significantly from the Urban Non- Tribal students in their Educational Aspiration.

**Kumari (2015)** analyzed on Level of Aspiration on Academic Performance of School Students. The results revealed low aspirations among Tribal and Non-tribal school students are a problem which exists nationally. It does appear that intervention is possible. Conscious planning and concerted efforts by parents, school personnel, concerned citizens and municipal officials, can be effective. The goals, dreams, and ambitions of our school students should not be a function of whether they live in a rural, urban or suburban environment. But the evidence is clear-those who live in rural area are evidencing generally lower aspirations. Rural states have a special responsibility to their students which must be recognized and fulfilled. Certainly, Tribal and Non-tribal school students are deserving of any efforts which can be made to promote higher aspirations.

**Senthilselvam & Subramonian (2015)** conducted a study on the aspirations of Coimbatore District high school students. The findings indicate that boys students from metropolitan areas, combined families, NCC students in the arts field, and kids whose parents have a college degree had higher levels of aspiration. It is acknowledged that a certain level of aspiration is required to grow kids and have an impact on their future. Therefore, all initiatives should start at the school level.

**Kumar & Phoghat (2017)** conducted a study on Educational aspirations of secondary school students in relation to their gender. The present study is an attempt to assess the level of Educational Aspiration among secondary school students of North East Delhi. The level of educational aspiration is considered as an indicator of success of students. The finding of the study revealed that boys and girls differ significantly on their family support aspect and overall educational aspiration while on their views, efforts and reality of aspired goals they do not differ significantly. These findings will be useful for a range of stakeholders such as educationists, policy makers, teachers, parents, etc.

**Saikia, (2017)** made a study on ‘A Comparative Study on Educational Aspiration of Tribal and Non-Tribal Higher Secondary Students in Sonitpur District of Assam’. The study aimed at comparing the educational aspiration of the tribal and non-tribal higher secondary students. Level of educational aspiration test scale developed by Yasmin Ghani Khan was used for collecting data. The study showed that there was no significant difference between tribal and non-tribal students in their educational aspiration.

**Bhardwaj & Vaishali (2018)** did a study on Vocational interest of secondary school students with regard to their gender and level of educational aspiration. Results of the study revealed that two groups of secondary level students namely boys group and girls group are found significantly difference on their vocational interest. On educational aspiration dimension students having average level of educational aspiration were not significantly different from the students having high level and low level of educational aspiration while the student having low level of educational aspiration were significantly different from the student having high level of educational aspiration.

**Hooda & Devi (2018)** conducted a study on educational aspiration among secondary school students. The present study was undertaken to investigate educational aspiration among secondary school students in relation to type of school, locality and gender. The findings of the study revealed that female students having high educational aspiration as compared to male students. It was further revealed that students belonging to rural area and private school students have high educational aspiration than their counterparts.

**Naqvi & Khan (2018)** evaluated a study on Level of Educational Aspiration and its predictors: A study of Tribal and Non-tribal students of Government Schools. The study was conducted to explore the level of educational aspirations of male and female students of ST and General Category. Result shows that male and female students in both the category possess realistic and normal level of aspirations and there is no significant difference in the educational aspirations of male and female of both the communities. The finding shows the students of both the gender as having realistic level of aspirations. Since there is no significant difference in educational aspirations of male and female students, it means that gender is not a deciding factor of level of educational aspiration.

**Prakash & Hooda (2018)** conducted a Study on Level of Educational Aspiration among Government and Private Secondary School Students. The result shows that the educational aspiration of boys student are better than girls student because the mean value of boys is greater than girls students and the educational aspiration of Private school students are better than Govt. School students because the mean value of Private School students is greater than Govt. School students.

**Raja & Pandian (2018)** conducted a study on level of educational aspiration of high school students. The researcher in this study found that male and female high

school student is not having significant difference in the level of educational aspiration and no significant difference is found among the community (OC/BC/MBC/SC&ST) in the level of educational aspiration of high school students.

**Devi & Swargiary (2019)** conducted study on Educational Aspiration of Secondary School Students in Relation to Gender and Location. The study revealed that there is significant difference between male and female secondary school students with regard to educational aspiration and there is also significance difference between urban and rural students with regard to educational aspiration.

**Bonia & Moran (2020)** formulated a study on study habit and educational aspiration of the class X students of Jorhat District, Assam. The study revealed that no significant difference was found between study habit and Educational Aspiration. It can be concluded that there is no significant difference in Educational Aspiration between male and female class X students of Jorhat District, Assam. It also reveals a high negative correlation between study habits and educational aspiration of the students.

**Mushtaq et al., (2021)** studied on Educational Aspiration of Secondary school students of Kashmir Valley. The following objectives have been formulated for the proposed investigation: To study level of educational aspiration among adolescents and to compare male and female secondary school students on their level of educational aspiration. The study revealed that there is significant difference between male and female secondary school students Educational Aspiration.

### **2.2.2 Studies Conducted Abroad on Educational Aspirations**

**Rahima & Azmana (2010)** conducted a research on Educational Aspirations among First-Generation Students and their Parental Influence towards Pursuing Tertiary Education. The purpose of this study was to ascertain the level of educational

aspiration among first-generation students and the extent of parental influence in the students' aspirations to pursue tertiary education. The results showed that the level of educational aspirations of first-generation students to pursue studies at higher education institutions is high. The study also showed that parents' factors influence the first-generation students' educational aspirations in pursuing tertiary education.

**Koskeiet et al., (2016)** did a study on Gender roles and boy-child educational aspirations in secondary schools in Nakuru country, Kenya. The finding from this study revealed that gender roles significantly influenced boys' educational aspirations. It is anticipated that the study will aid to develop greater insights into the above factor influencing the boy-child educational aspirations in public secondary schools for the purpose of improving the quality of education in Kenya. Knowledge of such factors would be useful to government, parents and teachers since it may guide in formulating strategies that may improve boys' educational aspirations.

**Sim (2016)** conducted a research on *The Educational Aspirations of Saudi Arabian Youth: Implications for Creating a New Framework to Explain Saudi Arabian Society*. The findings of this study indicate strong educational aspirations of young Saudis who are motivated by their meritocratic way of thinking. These results are discussed while examining the application of status attainment and status expression theories in the case of Saudi Arabia.

**Dickerson et al., (2018)** analysed the causal Effect of secondary school peers on educational aspirations. The result revealed that the peer effects on individuals' intentions to stay in education are found to be significant for boys but not for girls. Conditional on their plans to remain impost-compulsory education, peers' ability, socio-economic background and aspirations to follow an academic rather than a vocational education pathway, all have a positive and significant effect on

individuals' aspirations to follow an academic route. They also find evidence that the provision of information, advice and guidance (IAG) by schools or external agencies can serve to mitigate peer effects. Finally, individuals with higher ability and more socially-advantaged peers are less likely to have changed their educational aspirations between Year 9 and Year 11 of schooling.

**Gil-Hernandez & Gracia (2018)** studied on Adolescents' educational aspirations and ethnic background: The case of students of African and Latin American migrant origins in Spain. Results show that minority students have higher college aspirations than students of Spanish origin after accounting for parental socioeconomic status and educational performance; ethnic differentials in aspirations – especially for pupils with Latin American origin – are concentrated among low-performing and disadvantaged students; recent arrival in Spain is not significantly associated with differences in educational aspirations within minority groups and speaking Spanish at home does not lead to differences in aspirations for pupils of African origin.

**Hanum et al., (2018)** conducted study on student's educational and occupational aspirations (study in Batak Karo and Melayu Deli cultural). The result of this research shows that there is no significant difference on educational and occupational aspirations between Batak Karo and Melayu Deli students, there was significant difference on educational and occupational aspirations between Batak Karo male and female students, there was significant differences on educational aspirations between Melayu Deli male and female students and there was no significant difference on occupational aspirations.

**Widlund et al., (2018)** examined the Academic Well-Being, Mathematics Performance, and Educational Aspirations in Lower Secondary Education: Changes



within a School Year. The thriving students reported the highest educational aspirations compared to the other groups. In addition, the low-performing students in the ninth grade had the lowest educational aspirations just before the transition to upper secondary school.

**Lamare & Dkhar (2020)** examined the Level of Educational Aspiration in relation to Self-esteem of Secondary School Students of Meghalaya. The findings of the study- majority of the secondary school students have an average level of educational aspiration and there is no significant difference in the Level of Educational Aspiration between male and female secondary school students. It revealed that there is significant difference in the Level of Educational Aspiration between rural and urban secondary school students the mean difference 0.92 is in favour of rural secondary school students. The study is also found that there is no significant difference in Self-esteem between male and female secondary school students.

## **2.3 Reviews on Self-Concept**

### **2.3.1 Studies Conducted in India on Self-Concept**

**Chiniwar (2012)** conducted a study on Self Concept in relation with Academic Achievement of Secondary School Students of Bagalkot District. The results obtained have been presented in the following - there is no significant difference between boys and girls in their self concept scores. There is no significant relationship between self concept and academic achievement. This may be interpreted as academic achievement is independent at self-concept level of IX class students. It also revealed that adolescence should be viewed as having an opportunity for achieving a realistic, stable, socially acceptable and personally satisfying self concept.

**Rath & Nanda (2012)** did a study on self-concept: a psychological study on adolescents. The result indicated that academically competent adolescents have higher physical, moral, personal, family, social and overall self-concept than less-competent ones. The strength of association between personal self-concept and overall self-concept in boys is higher than the association found in girls. Similarly, the strength of association between physical self-concept and overall self-concept, as well as social self-concept and overall self-concept is higher in girls than that of the boys.

**Bharathi & Sreedevi (2013)** conducted A Study on the Self-Concept of Adolescents. The findings of the study revealed that higher percentage of adolescents had above average levels of self-concept in dimension of temperamental, intellectual, physical and social. About percent of adolescents equally had high and above average self-concept in education. Percent of adolescents had high moral self concept. Adolescents overall Self-concept was found as in high and have above average. Hence, the study may help the teachers and parents to maintain the optimum level of self-concept among adolescents.

**Bhat & Netragaonkar (2014)** conducted a study on Self-concept and academic achievement of adolescent boys and girls in Srinagar, J&K (India).The study revealed that the adolescent boys have better self concept than the adolescent girls. No significant difference was found between boys and girls so far as their academic achievement are concerned.

**Gupta (2014)** formulated the research on Self-Concept, Academic Achievement and Achievement Motivation of the Students. The results revealed that gender difference was significant for four dimensions of self-concept out of six dimensions considered. However, for academic achievement and achievement motivation, gender difference was not found to be significant. Caste wise students

differed significantly in academic achievement. When father's education and occupation were considered, highly significant differences were observed for academic achievement and achievement motivation but insignificant difference with respect to dimensions of self-concept.

**Behera & Samal (2015)** analysed the Assessment of Self-concept among Secondary School Students with respect to their Gender, Locality and Category (Tribe and Non-Tribe). Major findings of the study and result of interpretations of the data were: There is a significant difference between Male and female students in respect to their self concept. There exists no significant difference between Rural Secondary School Students and Urban Secondary School Students in their self concept. It was also found that tribal students differed significantly from non-tribal students in relation to their self-concept. It was also shown that non-tribal students showed better and more positive self concept than to their tribal counterparts.

**Igbo et al., (2015)** conducted a study on Impact of Gender Stereotype on Secondary School Students' Self-Concept and Academic Achievement. The findings of the study indicate that gender stereotype has significant influence on students' self-concept and academic achievement in favour of the male students. On the other hand, school location has significant influence on academic achievement of students but has no significant influence on students' self-concept.

**Jain et al., (2015)** conducted a study on emotional maturity and self concept among senior secondary school students. The findings revealed that significant difference was found in the Emotional Maturity and Self-Concept among students in relation to type of school and the study will act a linkage of Emotional Maturity and Self Concept which is turn imparts a significant role in the development and greater achievement for prosperous and bright future of senior secondary school students.

**Malik (2015)** conducted a study on self-concept among 10<sup>th</sup> class students of working and non-working-mothers. It was found that there is no significant difference in self-concept of 10th class boys and girls studying in government and private schools. The boys and girls of 10th class, whose mothers are working, and whose mothers are non-working, do not differ significantly in self concept.

**Alam (2016)** studied on Self-Efficacy and Self-Concept as Predictors of Occupational Aspiration of Adolescents. The findings revealed that self-efficacy and self-concept have large associations with adolescents' occupational aspiration and there is significant gender and residential differences in the relationships between self-efficacy, self-concept and occupational aspiration of adolescents. No significant relationship is found in self-efficacy and gender of adolescents.

**Manjari (2017)** conducted a study on self-concept among college students. It was found that eighty eight percentages of college students have above average self concept and twelve percentages of college students have high self concept. There is no significant difference between the dimensions of self-concept: physical self-concept, social self-concept, temperamental self-concept, educational self-concept, Moral self-concept, Intellectual self-concept among the male and female college students. There is no significant difference between self-concept among the male and female college students.

**Manjari & Pandey (2017)** examined the Self Concept among Intermediate Arts Student. The purpose of this study was to measure the various aspects of self-concept of intermediate arts school students. The study revealed that there is no significance difference in the total self concept among male and female intermediate arts school students. It was also found that there is no significant difference among

the total self concept and dimensions of self concept of male and female intermediate arts school students.

**Salina & Balaji (2018)** conducted a study on Self-concept and Level of Aspiration of IX Standards Students. The following are the findings for the study- I) seventy percentages of the IX standard students falls in the average level of self concept. ii) Majority of the IX standard students possess average and high level of aspiration. iii) Gender and locality has no significant influence among the self-concept of IX standard students. iv). The English medium IX standard students possess high self concept than the Tamil medium students. v) Types of management have no significant influence on self-concept of the IX standard students. vi) Gender, Locality, Medium and type of Management has no significant influence on the level of aspiration of IX standard students. vii) There is no correlation between self-concept, level of aspiration and academic achievement of IX standard students. vii) There exists no relationship between achievement and three levels of level of aspiration of IX standard students.

**Kumari (2019)** investigated the Adjustment of secondary school students in context to their self concept. Investigator attempts to explore the Adjustment of secondary school students in context to their self concept. For this purpose, a sample of 400 students from 10 Govt. and Non govt. Secondary schools of Bhagalpur city in Bihar state was selected by stratified random sampling technique. The study reveals that there is significant difference in adjustment of students of different self concept levels.

**Kataky et al., (2020)** conducted a study on self-concept and academic achievement of the 11th grade students of Lakhimpur district of Assam. Main Findings: The study has found above average level of self-concept among the 11th

grade students. High level of academic achievement was found among the 11th grade students. In this study, it was also found that girls of 11th grade students have more self-concept than the boys of 11th grade students. There was no significant difference found among the boys and girls of 11th grade students in relation to their academic achievement. There was significant correlation between the self-concept and academic achievement of the 11th grade students of Lakhimpur District, Assam.

**Monika & Asha (2021)** conducted a comparative study on self-concept and social skills of secondary school students. The findings of the study revealed that the self-concept of boys & girls of secondary schools differ significantly. It was found that boys of secondary schools have higher self-concept as compared to girls of secondary schools. It was also found that the social skills of boys & girls of sec. schools differ significantly.

**Saikia & Nath (2021)** Conducted an Empirical Study on Self-Concept among 10+2 Students during the COVID-19 Crisis. The findings of the study revealed that the highest percentages of students are in the high category in the physical, social, temperament, educational, moral, and intellectual category of self-concept. In terms of physical, social, temperamental, educational, moral, and intellectual dimensions, there are significant differences in the mean of self-concept score of the students as a whole. The mean self-concept scores of male and female students have significant difference in the physical and temperament dimensions, but not in the social, educational, moral and intellectual dimensions.

### **2.3.2 Studies Conducted Abroad on Self-Concept**

**Ayodele (2011)** examined a study on Self-concept and Performance of Secondary School Students in Mathematics. The results showed that self-concept moderately correlated with performance in Mathematics, while gender had no

significant influence on self-concept and performance in Mathematics. It was suggested that teachers should develop in their student's positive self-concept towards Mathematics and pleasant teaching experiences to enhance higher self-concept and better performance in mathematics.

**Majere et al., (2013)** conducted a study on self-concept, attitude perception of usefulness of physics and chemistry according to type and location of schools. The result revealed that there was no significant difference between single- sex and co-educational school (mixed) students in their self- concept in Physics and Chemistry. Result also showed that urban students have better perception of the usefulness of Physics and Chemistry than the rural students. The difference in perception of the usefulness of Chemistry is statistically significant but the difference in perception of the usefulness of Physics is not statistically significant. Both rural and urban students had positive attitude and self-concept for Physics and Chemistry.

**Amirkhani et al., (2018)** examined a cross-sectional study of relationship between self-esteem and self-concept of students of medical sciences. The findings revealed that the mean and the standard deviation of self-esteem scores of female and male students were average respectively. The mean and the standard deviation of self-concept scores of female and male students were same. The mean of self-concept scores of students of different majors had statistically significant difference with each other whereas there was no statistically significant difference in self-esteem scores among students with different majors.

**Tan (2019)** conducted a study on academic self-concept, learning strategies and problem solving achievement of university students. Findings revealed that academic self-concept of students in mathematics is moderate. This development showed that student's high problem solving achievement requires high level of self –

concept with consistent use of learning techniques. The development of interesting, challenging problems and exercises in mathematics courses (or subjects) is hereby recommended with enhanced classroom-based problem solving activities conducive to the improvement of academic self-concept and learning strategies.

#### **2.4 Reviews on Relationship among Personality Characteristics, Educational Aspirations and Self-Concept**

**Devai (1990)** pertaining to the Relationship of the Development of Types of Self-Concept in Childhood to Personality Characteristics. The majority of the subjects could not be classified as either high or low self-concept types. The children's scores placed them predominantly in the average group. High correlations were found between the total self-concept and personality on the variables autonomy-dependence, locus of control, adjustment and social adaptation and school performance. The relationships between the self-concept, anxiety and level of schooling of the mother were less marked. No relation could be found between the self-concept, IQ and the level of schooling (or vocational level) of the father. Within our present sample, no exceptionally large differences were discovered between the types of self-concept, based on the used dimensions and indices.

**Salami (2008)** studied the roles of Personality, vocational interest, academic achievement and socio-cultural factors in educational aspirations of secondary school adolescents in South-western Nigeria. The study found that specific personality, interest dimensions, academic achievement, socio-economic status and demands from extended family, were significantly related to the students' educational aspirations.

**Yahaya et al., (2009)** to determined the Relationship between Self Concepts and Personality and Students' Academic Performance in Selected Secondary Schools. The research finding showed that the dominant dimension of self-concept



was family self-concept and there was no significance difference between dimension of self-concept and personality of students according to gender. Pearson correlations analysis showed that there were no significance relation between dimension of self-concept and personality with student's academic achievement.

**Chemeli (2010)** studied on the relationship between students' Personality Types and Career Aspirations among Secondary School Students in West Eldoret West District. The Pearson Chi-square test of independence between Career Aspiration and personality types was significant and indicating that there is a relationship (dependency) between personality types and Career Aspirations.

**Ghazi et al., (2013)** conducted a study on Relationship between Students' Personality Traits and their Academic Achievement in Khyber Pakhtunkhwa, Pakistan. Results of the study revealed that "conscientiousness" and "agreeableness" personality traits were found high while "extroversion", "neuroticism" and "openness to experience" personality traits were found low in secondary school students. Overall there was no significant relationship found between the students' personality traits and their academic achievement.

**Kumar &Ritu (2013)** conducted a study on Social Maturity of Senior Secondary School Students in Relation to their Personality. Findings of the study showed that there is a positive relationship between social maturity and personality of senior secondary school students. There is no significant difference between social maturity and personality of male and female secondary school students.

**Abiola (2014)** investigated the Impact of educational aspiration on vocational choices of the female secondary school students in Ondo West Local Government of Ondo State, Nigeria. The result of the test performed indicates that there is a negative and significant relationship between environment and educational aspiration of female

secondary school students in Ondo State and there is a positive and significant relationship between parents level of education and educational aspiration of female secondary school students in Ondo State and there is also a positive and significant relationship between parents socio-economic status and educational aspiration of female secondary school students in Ondo State

**Lawrence et al., (2014)** undertook a study on Personality and Academic Achievement of Secondary School Students. The aim of the study is to examine the personality type and academic achievement of secondary school students with references to the gender, residence and to find out relationship between personality type and academic achievement. Following results come out from the findings: 1. Majority of the secondary school students are ambivert, and average in their academic achievement. 2. There is significant relationship between personality type and academic achievement of secondary school students.

**Mishra (2013)** focussed on science attitude as a determinant to educational aspiration in students. Science has brought about revolutionary changes in every walk of life. Its impact is visible everywhere and in every aspect of our existence i.e. vocational, social, economic, political and cultural. Science attitude refers to an individual's outlook towards life. Educational aspiration is a sum total of other level of aspiration goals, such as career goals, occupational goals, life- style, wealth etc. Findings of this study were that there was no significant difference in science attitude and educational aspiration in relation to gender but there was a positive low correlation between science attitude and educational aspiration.

**Ambreen & Jan (2015)** investigated the Role of Personality Traits as Predictor of Academic Success: A Case Study of Secondary Level Students in District Mianwali, Pakistan. These study findings revealed that positive relationship for

openness personality trait consciousness, agreeableness, neuroticism personality and academic achievement was found and one of its results was related to extraversion personality trait, negative significant correlation between extraversion personality trait and academic achievement of students at secondary level was found

**Bashir & Kaur (2015)** evaluated Interrelation of Educational Aspiration with School Environment of Secondary School Students. The present study was undertaken with the purpose of studying educational aspiration of secondary school students in relation to their school environment and to find out the difference in educational aspiration and school environment of secondary school students on the basis of locality. The result shows that there exists no significant difference between rural and urban secondary school students in their educational aspiration. However there exists significant difference between rural and urban secondary school students in their school environment. Further the results indicate that there exists a positive significant relationship between educational aspirations of secondary school students with school environment.

**Gihar & Sharm (2015)** implicated the impact of Personality Traits on Adjustment and Educational Aspiration of Secondary Students. The findings of the study - the personality traits of CBSE Board secondary students were found to have low positive correlation with Educational Aspiration whereas almost zero correlation with dimension of Adjustment. Personality traits of U.P. Board secondary students were found to have low positive correlation with both Educational Aspiration and dimension of Adjustment. The correlation was found to be higher between Personality characteristics and Educational Aspiration as compared to Adjustment.

**Yaqoob et al., (2015)** studied an Association between Personality Factors and Self-Concept among Homeless Individuals of Punjab, Pakistan. The current research

focused on exploring the association between personality factors and self-concept among homeless individuals. Results indicate a significant positive correlation between Personality Factors and Self-Concept among homeless individuals.

**Al-Naim et al., (2016)** conducted a study on Personality Traits and Academic Performance of Medical Students in Al-Ahsa, Saudi Arabia. Results of the present study at the 'Conscientious Personality' trait showed highly significant association with high GPA. However, no significant association was observed between other personality types (Openness, Extraversion, Agreeable, and Neuroticism) and GPA. Statistically no significant association was observed between personality traits and other characteristics of participants i.e. Gender, Marital status and teaching methods.

**Bashir & Bashir (2016)** conducted a study on Educational aspiration of secondary school students in relation to parental encouragement. The purpose of the study is to explore the relationship between educational aspiration and parental encouragement of secondary school students on the basis of gender. The result shows that there exists no significant difference between male and female secondary school students in their educational aspiration and parental encouragement. Further the results indicate that here exists a positive significant relationship between educational aspiration secondary school students with parental encouragement.

**Chauhan (2017)** developed a study on level of aspiration in predicting academic achievement among secondary school students. The study investigated the role of level of aspiration in predicting the academic achievement among secondary school students. Findings of the present study reported significant and positive relationship between level of aspiration and academic achievement.

**Singh & Sharma (2017)** conducted a study on Educational Aspiration of Secondary School Students in relation to Academic Achievement. Finding revealed

that there is no significant relationship between Educational-Aspirations and Academic- Achievement of secondary school students is retained. Hence it can be interpreted that Academic- Achievement has no dependence on Educational-Aspirations. So, it can be concluded that Educational-Aspirations is not only one factor which affect Academic Achievement of secondary school students there can be other factors like environment, motivation and guidance which can result in high Academic Achievement.

**Izuchi & Onyekuru (2017)** explored the relationship among academic self-concept, academic motivation and academic achievement among college students. It was found that academic self-concept, academic motivation and academic achievement correlated significantly with one another.

**Su, et al., (2017)** conducted a research on the relationship between the self-concept and the personality traits. The results showed that the self-concept score of athletes was obviously lower than that of the Chinese norm. The six factors of adolescent athletes' self-concept were positively correlated with extroversion-introversion but they are negatively correlated with neuroticism and psychoticism. The study showed that self-concept and personality were mutually influenced and restrained in the process of development. Extroversion-introversion and the psychoticism were the most important personality features that affected the development level of self-concept.

**Chawla (2018)** conducted a study on educational aspirations of secondary school students in relation to their academic achievement. In the present study, investigator has tried to explore the significant relationship between the educational aspirations and achievement scores of Secondary school students. The finding of the present study revealed that there exists no significant difference in educational

aspiration of government and private secondary school students. There is no significant gender difference in educational aspiration of secondary school students but there exists a Moderate degree positive correlation between Educational Aspirations and Academic Scores of secondary school students.

**Cilliers et al., (2018)** under took a study on demands, study resources and the role of personality characteristics in predicting the engagement of first- year university students. The findings showed significant relationships between pace and amount of work and cognitive demands with student engagement, although only cognitive demands was a significant predictor of student engagement in the regression analysis. Even though all the study resources were significantly related to student engagement, the only significant predictors in the regression analysis were support from lecturers and opportunities for growth and development.

**Kumar & Pal (2018)** formulated a study on Personality Dimensions and Gender as Correlates of Emotional Intelligence. Present study has been conducted to investigate the relationship between various personality dimensions and emotional intelligence among secondary class students. The findings of the study revealed that five personality dimensions i.e., ‘assertive-submissive’, ‘enthusiastic-non-enthusiastic’, ‘suspicious-trusting’, ‘depressive-non-depressive’ and, ‘emotional instability-stability have a significant relationship with emotional intelligence. Only ‘activity-passivity’ dimension of personality has not been found to produce a significant difference. Gender difference has not been found with respect to emotional intelligence.

**Alam (2018)** formulated a study of Educational aspiration and socio-economic status of secondary school students. The finding of the study revealed that educational aspiration is significantly and positively related to socio- economic status

of secondary school students. It is also found that there is a significance difference in case of (i) educational aspiration across gender and types of school and (ii) socio-economic status across locality and type of schools of secondary school students. However non-significant difference is observed in case of (i) socioeconomic status across gender and (ii) educational aspiration across locality of secondary school students.

**Arora & Bhat (2019)** conducted a study on Personality Traits, Family Environment and Level of Aspiration among Adolescents of Jammu District. The study attempts to discover the relationship of personality traits and family environment with level of aspiration and to explore the impact of personality traits and family environment on the level of aspiration among adolescent of Jammu District. The result of the study is no significant difference between males and females on the level of family environment. The data was further analysed through stepwise multiple regression where it was found that personality traits emerged as significant predictor of level of aspiration. The results of stepwise multiple regressions showed that seventy six percent of variance in the dependent variable level of aspiration can be explained by personality. The study concluded that there is difference on personality traits and level of aspiration on the basis gender and personality traits would become good predictors of level of aspiration.

**Mahoud et al., (2019)** studied students' self-concept and Personalities with their academic achievement in Technical Health Institutes at Suez City. The aim of the study was to determine the relationship between students' self-concept and Personalities with their academic achievement in Technical Health Institutes at Suez City. The main finding of the study is the positive correlation between self-concept

and academic achievement grades had a good & that there was a positive correlation between academic achievement grades and personality type and had only pass grades.

**Joshi (2019)** investigated the effect of Gender and Medium on Educational Aspiration of Secondary Level School Students. The major objective of the present study was to find out the correlation between level of aspiration and achievement motivation of higher secondary students. The finding of the study revealed that boys and girls differ significantly on overall educational aspiration similarly; Gujarati medium students have a greater level of educational aspiration.

**Changkakoti & Baishya (2020)** studied the Level of Aspiration of Higher Secondary Students In Relation To Their Achievement Motivation-An Empirical Study. Major Findings of the Study - Most of the higher secondary students of the present study were found to possess average level of aspiration showing their tendency of balancing needs; Both the boys as well as girls possess average level of aspiration and exists a significant difference between the level of aspiration of the boys and girls and the mean Level of Aspiration of boys was found higher than that of the girls. There exists also no significant relationship between the level of aspiration and achievement motivation of the higher secondary students of the study.

**Mathew (2020)** did a study on Relationship between Social Adjustment and Self-concept of Secondary Students of Kerala, India. The findings of the study revealed that there existed no correlation between social adjustment and self concept of students at secondary level. There existed significant difference between boys and girls in their social adjustment at secondary level. There existed no significant difference between boys and girls in their self-concept at secondary level.

**Kedar & Vardhan (2021)** did a study on Self-concept and level of educational aspiration among adolescents. The purpose of the study was to understand



if self-concept has an impact on the level of educational aspiration of adolescents. The major finding of the study was that the self-concept of adolescents had an effect on their level of educational aspiration and only a slight difference in the self-concept and level of educational aspiration between adolescents studying in Government schools and those studying in Private schools. It also showed that mostly, girls have a better self-concept and level of educational aspiration than the boys. It also found that amongst adolescents studying in Government schools and those studying in Private schools, both had a strongly significant co-relation between the self-concept and level of educational aspiration.

**Rani & Khajuria (2021)** evaluated the Personality and values as correlates to modernization among adolescent students. The purpose of the present study was to examine the relationship of modernization with respect to personality and values. Findings revealed that overall modernization of adolescent students were significant and positively correlated with personality's traits namely activity-passivity, suspicious-trusting and emotional instability- emotional stability. Overall modernization of adolescent students was not significant but having positive relationship with enthusiastic-non enthusiastic trait of personality. In case of differential analysis, results indicated that male and female adolescent students did not differ with regard to personality trait activity-passivity trait and rest of five traits of personality i.e. enthusiastic-non enthusiastic, assertive- submissive, suspicious-trusting, depressive-non depressive and emotional instability-emotional stability were having significant difference with regard to male and female adolescent students.

**Thrumala (2022)** focussed on Influence of Personality on Achievement Motivation: A Study on Secondary School Students. The findings of the study, there is a positive correlation between achievement motivation and Dimensional

Personality Inventory (DPI) but no Significance relationship. Hence there is Effect and impact of Personality on Achievement Motivation of student's academics and personal life.

## **2.5 Research Gap**

Before finding research objectives, it is necessary to study previous research reviews of related literature and suggestions to conduct further research. After completing these steps, investigator is in the condition to find out gap in present research.

With regard to the first variable i.e. Personality Characteristics - The focus of earlier studies centred on only academic achievement, socioeconomic status of parents and it covers the areas like management of school, location and Gender, but a gap in terms of personality traits among secondary school students, it was observed that, most of the previous studies were lacking with theories. The literature is well crowded with studies on comparing the gender differences in personality of students, however the findings were limited as the studies failed to spell out the various dimensions in of Personality in which student differs from each other. So, the gap was identified with regard to theory of personality which will help the researcher to define accurately what he/she going to do on a particular area of research, also the topic will explore the secondary school students Personality Characteristics with different dimensions. In terms of educational aspirations –there were number of studies conducted on educational aspirations related to parental influences, occupational aspirations and career aspirations, but lack of the study was based on Sikkim, especially in terms of different dimensions of educational aspirations. Through the previous studies the investigator found that there was huge gap on theories and dimensions of educational aspirations. In addition to self-concept - past research papers, journals were well

supplied on the study of self-image, self-esteem and investigator recognized that there is limited study on self-concept especially in the aspect of adolescent's students. Suggestions for further research of earlier study clearly showed that gap in terms of age. It was also evident from the review that the past insufficient efforts were made to understand the theories and dimensions of self-concept as the focus was mostly on sum of reviews and only content to define self-concept.