

# Influence of Personality on Achievement Motivation A Study on Secondary School Students.

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**Abstract**— *Personality is the dynamic organization within the individual of those psychological systems that determine his characteristic behavior and thought. Personality represents a unique integration of trait so as to differentiate one person from another on the basis of quality. Motivation plays a significant role in students' academic life. Achievement motivation is the basic need for success or the attainment of excellence. Achievement motivation forms to be the basis for a good life. All students were influenced by a need to achieve. It causes them a want to be successful at what they attempt. But each student is affected at different degrees. High school students utilized most of their time in school environment. This is important stage of personality development of students' life as well as its motivational for achievement. Between this stage students are get efforts to develop their area of personality and achievement. Every School, High school try to provide maximum educational and personality related skills to their students but some student not shown interested for grab this opportunity, and not fulfill the expectations of their parents and educational institutes. Most of the students are not able to take proper decisions due to support, with support they drives to accomplish given task, most of students accomplished task as per their priority and values of the task and its importance. Achievement motivation concept developed by social psychologist McClelland to denote the strong urge felt by an individual or society for achievement in various aspects of life that satisfies the need of self-esteem. The achievement motive is the deciding factor in attaining success in different fields. Personality traits referred to the stable characteristics which are psychological in nature and provide reasons for person's behavior. These traits described a person and determine his emotional, cognitive, and behavioral interpersonal, experiential, attitudinal, and motivational styles that explain behavior in different situation. The data was collected and measure the personality traits used "Dimensional Personality Inventory" constructed by Dr. Mahesh Bhargava of Agra. And achievement Motivation of Deo- Mohan Achievement Motivation (N- Ach) Scale on 30 samples of students in various schools. This paper aims to study the influence of personality on achievement, motivation of high school students intact classes of VIII to X were taken.*

**Indexed Terms**— *Achievement, Motivation, Personality, Self-Efficiency.*

## I. INTRODUCTION

Life has so many facets, so that our preparations for it should be manifold. This means covering a wide area of activities that may range from simple to the most complicated. It is the reason that man is described as a social animal.

Academic success is strongly influenced by individual differences like intellectual level, aspiration, motivation and achievement. The current study addresses these gaps by examining the relationship between the Personality and Achievement Motivation among school secondary students. The current study is focused mostly on Academic Achievement affected by Personality factors and Achievement Motivation among the college students. The study will provide clear and consistent evidence regarding the extent to which personality traits relate to Academic Motivation with reference to faculty, gender and medium differences.

### 1.1 PERSONALITY

Almost every day we describe and assess the personalities of the people around us. A brief definition would be that personality is made up of the characteristic's patterns of thoughts, feelings and behavior that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life.

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Definitions of Personality: Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustments to his environment.

Gordon W. Allport

Personality—it’s who we are. Our personalities determine how we act and react, as well as how we interact with and respond to the world. Despite much research, the origins of personality are still a mystery, though there are many theories which attempt to explain them. Some researchers propose that children inherit personality from their parents; others believe personality is fixed from birth. Some theories address how environment, genetics, and culture influence the development of personality.

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#### Trait Theories

According to the Diagnostic and Statistical Manual of the American Psychiatric Association, personality traits are "enduring patterns of perceiving, relating to, and thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts."

Cattell and Eysenck have proposed that genetics have a strong influence on personality. Theory now returns to individual differences, first in the form of the five-factor model. Today, the Big Five factors have the weight of a considerable amount of empirical research behind them. The Big Five contain important dimensions of personality. Lewis Goldberg proposed a five-dimension personality model, nicknamed the “Big Five”.

Extraversion	outgoing and stimulation-oriented Vs quiet and stimulation-avoiding
Neuroticism	Emotionally reactive, prone to negative emotions Vs. Calm, imperturbable , optimistic
Agreeableness	Affable, friendly, conciliatory Vs. Aggressive, dominant, disagreeable
Conscientiousness	Dutiful, painful, and orderly Vs. Laidback, spontaneous and unreliable
Openness to Experience	Open to new ideas and change Vs. Traditional and oriented toward routine

Extraversion: extraversion has different emphases in different measures. Sometimes it is based on assertiveness, sometimes on spontaneity and energy. Sometimes it is based in dominance, confidence, and agency, sometimes on a tendency toward happiness. Extraversion is often thought of as implying sociability.

Neuroticism Neuroticism, concerns the ease and frequency with which a person becomes upset and distressed. Moodiness, anxiety, and depression reflect higher neuroticism. Measures often include items or facets pertaining to hostility and other negative feelings, but they are dominated by vulnerability to experiences of anxiety and general distress.

Agreeableness Agreeable people are friendly and helpful, empathic, and able to inhibit their negative feelings. Agreeable people get less angry over others' transgressions than do less agreeable people, and this seems to short-circuit aggression.

Conscientiousness although this label does not fully reflect the qualities of planning, persistence, and purposeful striving toward goals that are part of it. Conscientiousness is a trait that is commonly associated with awareness. Typically, conscientious people are well organized, demonstrate self-control and can plan their time very well.

Openness to experience most often called openness to experience, is the one about which there is most disagreement on content. It involves curiosity, flexibility, imaginativeness, and willingness to immerse oneself in atypical experiences

### 1.2. Psychoanalytic Theories:

Psychoanalytic theories explain human behavior in terms of the interaction of various components of personality. Sigmund Freud was the founder of this school. Based on the idea of converting heat into mechanical energy, he proposed that psychic energy could be converted into behavior.

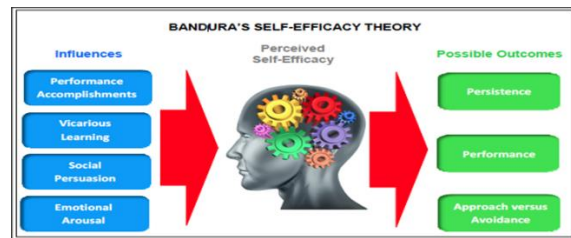
Freud divides human personality into three significant components: Ego, Superego and Id



### 1.2.1 Behaviorists Theories

Behaviorists explain personality in terms of the effects external stimuli have on behavior. According to this theory, people's behavior is formed by processes such as operant conditioning Skinner put forward a 'three term contingency model' which helped promote analysis of behavior based on the 'Stimulus - Response - Consequence Model.

1.2.2 Cognitive Theories: Cognitive theories are theories of personality that emphasize cognitive processes such as thinking and judging



Self -Efficacy (Bandura, 1997); work, dealing with confidence people have in abilities to do tasks. Locus of control theory. The Exercise of Control, the author tries to illustrate the points noted above by examining the efforts by minority groups to encourage "pride in racial characteristics," as demonstrated in the term "Black is Beautiful." When a person's "belief" in one's self and one's self -worth are knocked down consistently from different corners, a person's self-efficacy can fall.

In Humanistic Psychology it is emphasized people have free will and that they play an active role in determining how they behave. Accordingly, humanistic psychology focuses on subjective experiences of persons as opposed to forced, definitive factors that determine behavior

### 1.2.3 Measurement of Personality

Interview: The interview is the most basic information gathering tool

- Structured Interview
- Unstructured Interview
- Semi-structured interviews

Self-Report Tests: A typical self-report inventory presents a number of questions or statements that may or may not describe certain qualities or characteristics of the test subject. These paper-and -pencil tests, sometimes referred to as forced-choice instruments because the subject must choose between a limited numbers of possible answers these paper-and -pencil tests, sometimes referred to as forced-choice instruments because the subject must choose between a limited number of possible answers.

### 1.3 The factors of personality

**Decisiveness** This trait refers to person ability to take quick decisions of life in controversial issues, to decide priorities and attend accordingly, to take a clear stand over the given issues

**Responsibility:** It is defined in terms of a number of behavioral syndromes as finishing a task in time, meeting people on appointed time, going somewhere according to fixed schedule, attending meeting in time etc.

- **Emotional Stability:** Person having trait of emotional stability has control over his emotions, talk confidence with consider ailments in their proper perspective, face comments and realistically, etc.
- **Masculinity:** This trait refers to person's ability to do arduous and risk work, his ability to handle challenges from others and face them boldly, accepting a job in military, taking interest in mountaineering, fighting, etc.
- **Friendliness:** Persons possessing such trait develop deeper acquaintance with people often help others in time of trouble and show proper love and affection to even juniors and unknowns. · **Hetero Sexuality:** Persons possessing such trait have normal sex relationship with opposite sex, don't feel shy among members of opposite sex and take active participation in working with members of opposite sex.
- **Ego strength:** Persons having the trait of ego strength tend to concentrate and attend to different activates at a time, have feelings of adequacy and vitality, have adequate control over impulses and tend to show high coordination between thoughts and actions.
- **Curiosity:** Persons having the trait of curiosity tend to explore the details of objects or things which are relatively new, tend to reach the destination in time, tend to know the contents of talks of others or reactions of others oneself etc.
- **Dominance:** Persons having the trait of dominance tend to dictate over others for their duty, tend to be the leader of the group, tend to settle controversy between rivals tend to undertake the supervision of a difficult and complex task.

- **Self-Concept:** It is a composite image of what we are, what we think of us and what we would like to be (Burns, 1980). A person with positive self-concept generally rate favorably on three dimensions of self-concept, namely, knowledge, expectations, and evolution of the self. The reverse is true in case of person having negative self - concept.

### 2.1 ACHIEVEMENT MOTIVATION

Humans are social beings whose thoughts and beliefs are susceptible to many varying factors around them. The perceptions & conclusions dynamically influence human mind and the resultant actions. Motivation is a process that positively influences the thoughts, beliefs & perceptions, thereby boosting the performance of human beings. It is more applicable in academics, where the motivation of a student greatly contributes to his or her own academic performance.

In this modern age achievement is considered to be a key factor for personal and social progress. The whole system of education revolves round academic achievements of students in the school. Children do not find any interest in learning school subjects. The school learning of a child depends on various physiological, psychological, socio-cultural and economic factors. Individual differences result in diversity among students in their academic achievement and studies have shown general mental ability as a major factor in determining achievement (Patel, 1988 and Khader, 1992). But apart from the general mental ability other factors such as personality traits like interest, achievement –motivation etc are also the determinants of education. Motivation is always considered as a central factor in academic achievement.

Achievement is a task oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others or with some standard of excellence. (Smith,1969). Achievement motivation is a primary condition to achieve something. It is a strong motive characterized by ambition, high level of energy, strong desire for independence. It is a stable learned characteristics in

which satisfaction comes from striving for and achieving a level of excellence.

Motivation:

Motivation – to achieve is instigated when an individual knows that he is responsible for the outcome of some venture, when he anticipates explicit knowledge of results that will define his success or failure, and when there is some degree of risk, i.e., some uncertainty about the outcome of his effort.

Effects of Achievement Motivation on Behavior

Motivation is an important factor in everyday life. Our basic behaviors and feelings are affected by our inner drive to succeed over life's challenges while we set goals for ourselves. Our motivation also promotes our feelings of competence and self-worth as we achieve our goals. Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals.

Intrinsic and Extrinsic Motivation

Intrinsic motivation is defined as the enjoyment of an interest in an activity for its own sake. Fundamentally viewed as an approach form of motivation, intrinsic motivation is identified as an important component of achievement goal theory. Mastery goals are said to promote intrinsic motivation by fostering perceptions of challenge, encouraging task involvement, generating excitement, and supporting self-determination while performance goals are the opposite.

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity.

## 2. 2 CONCEPT OF ACHIEVEMENT MOTIVATION

Academic success is strongly influenced by individual differences like intellectual level, aspiration, motivation and achievement. The current study

addresses these gaps by examining the relationship between the Personality, Aspiration level and Achievement Motivation and Academic Achievement among college students. Motivation is a psychological feature that arouses an organism to act towards a desired goal, and elicits controls and sustains certain goal-directed behaviors.

Achievement motivation can be defined as the need for success or the attainment of excellence”.

“The achievement motivation may be associated with a variety of goals, but in general behavior adapted will involve activity with which is directed towards the attainment of some standards of excellence”.

- McClelland and Atkinson

2.3 The Hierarchical Model of Achievement Motivation  
Achievement motives include the need for achievement and the fear of failure. These are the more predominant motives that direct our behavior toward positive and negative outcomes. Achievement goals are viewed as more solid cognitive representations pointing individuals toward a specific end. There are three types of these achievement goals: a performance-approach goal, a performance-avoidance goal, and a mastery goal.

Self-Worth Theory in Achievement Motivation

Self-worth theory states that in certain situations students stand to gain by not trying and deliberately withholding effort. If poor performance is a threat to a person's sense of self-esteem, this lack of effort is likely to occur. Self-worth theory states that one way to avoid threat to self-esteem is by withdrawing effort. Withdrawing effort allows failure to be attributed to lack of effort rather than low ability which reduces overall risk to the value of one's self-esteem.

Role of Achievement Motivation in Education:

- The bulk of behaviors indicating the academic motivation involve insisting on doing difficult assignments, hard working or effort into learning to reach mastery and choosing assignments which need great effort (Abedi 2008)
- Achievement motivation has its roots in early childhood. Child care practices, sociocultural and economic conditions of family, parental

expectations about their children, the conditions in which particular groups live and culture of the society influence in developing a person's motive to achieve.

- The persons having a greater degree of achievement motive or avoidance motive are found to have a peculiar level of aspiration.

McClelland (1965) prepared a list of various propositions and conditions for developing achievement motivation

- Reasons to develop a motive
- Reasons to develop a motive
- Clearly understanding and describing various aspects of the motive
- Linking the motive to related actions and deeds:
- Linking the motive to events
- Keeping a record of progress towards achieving committed goals
- Significance of self-study

## II. REVIEW OF LITERATURE

Effect of Personality Factor on Achievement Motivation, Shifa Rahman, i-scholar, ijhw, article, Vol 5 (2014) & ACHIEVEMENT MOTIVATION OF THE HIGH SCHOOL STUDENTS: A CASE STUDY AMONG DIFFERENT COMMUNITIES, C Sarangi, Journal of Education and Practice, Vol.6, No.19, 2015

In this study an attempt was made to study the effect of achievement motivation on the personality & academic performance of the high school students of tribal and non-tribal communities for this purpose a sample of 200 students, studying in class IX of ten government high schools. To the study significance of difference between means and significant relation between achievement motivation academic achievement respectively. Hence the study revealed that the personality enhances the academic achievement of the students.

The effect of personality and the quality of experience on motivation and academic achievement. Wong and Mihaly (1990)

For this study a sample of 170 High School Students (68 male and 102 female) was selected. Their experiences were recorded through experience

sampling method. It is found, —that intrinsic motivation had positive relationship with academic achievement.

ACHIEVEMENT MOTIVATION, PERSONALITY TRAITS AND THEIR RELATION TO GENERAL AND CAREER SELF-EFFICACY, International Psychological Applications Conference and Trends, Michel Wang, 2020

The aim of the study was to analyze the correlation and regression analysis of achievement motivation, personality traits, and general self-efficacy / domain-specific career self-efficacy. We expected the stronger relationship of stable personality characteristics with general self-efficacy than with specific-domain career self-efficacy, Achievement motivation is the stronger predictor of the general and career efficacy than personality traits are. Stable traits and achievement motivation dimensions had bigger predictive power when speaking about general self-efficacy than domain-specific career self-efficacy. Discussion: For further research, we recommend verifying relationships between self-efficacy constructs and some other important personality characteristics,

## III. RESEARCH METHODOLOGY

### AIM

Comparative study on Influence of personality on Achievement Motivation

### OBJECTIVES OF THE STUDIES

- To study and compare the effect of personality on Achievement Motivation of the students
- To identify the relationships between dimensions of personality traits with Achievement Motivation

### HYPOTHESIS OF THE STUDY

- There is a significant relationship between achievement motivation and Dimensional personality Inventory of the High school students
- There is a significant relationship between DPI of Activity /Passivity and Achievement Motivation.
- There is a significant relationship between DPI of Enthusiastic /Non – Enthusiastic and Achievement Motivation

- There is a significant relationship between DPI of Assertive/ Submissive and Achievement Motivation.
- There is a significant relationship between DPI of Suspicious/ Trusting and Achievement Motivation.
- There is a significant relationship between DPI of Depressive/ Non –Depressive and Achievement Motivation.
- There is a significant relationship between DPI of Emotional Instability/ Emotional Stability and Achievement Motivation

#### TOOLS USED

- DIMENSIONAL PERSONALITY INVENTORY (D.P.I.):

In order to measure various personality traits of the subjects of the present study, the investigator has used "Dimensional Personality Inventory" constructed by Bhargava (1998) of Agra. This inventory consists of 60 statements framed in simple language. It measures six important dimensions of a personality.

- (i) Activity / Passivity
- (ii) Enthusiastic / Non enthusiastic
- (iii) Assertive / Submissive
- (iv) Suspicious / Trusting
- (v) Depressive / Non depressive
- (vi) Emotional instability / Emotional stability

#### MODE OF ADMINISTRATION

Each personality trait is measured by 10 items framed on a 3 point scale viz. Yes, No Uncertain. Necessary instructions are provided on the test scale.

#### SCORING

The scoring was done as under: 2 marks for "Yes" response 1 mark for "Undecided" response and 0 mark for no response. All the six dimensional areas of personality are grouped as I, II, III, IV, V and VI each containing 10 statements. Thus on each dimension, scores may range from 0 to 20 and may be calculated part wise and on total basis too.

#### RELIABILITY OF THE TEST

The reliability coefficient has been computed by Co-Efficient of Correlation test on a sample of 30 school

going students and it is in different significance levels in the table.

#### DEO MOHAN ACHIEVEMENT MOTIVATION (n-Arch) Scale

The achievement motivation was measured by Deo-Mohan achievement motivation scale developed by Pratibha Deo and Asha Mohan (1985). The scale consists of fifty (50) items related to academic motivation of adolescents.

#### SCORING

Two stencil keys are to be used for scoring. One for positive items and one for negative items. A positive item carries the weights of 4,3,2,1,0 respectively for the categories of Always, Frequently, Sometimes, rarely and Never. The negative item is to be scored 1, 2,3,4,0 for the same categories respectively that are given above the total score is the summation of all the positive and negative item scores.

#### RELIABILITY OF THE TEST

The reliability coefficient has been computed by Co-Efficient of Correlation test on a sample of 30 school going students and it is in different significance levels in the table.

#### SAMPLE

The sample consists of 30 High school students and falling in the age group 13-16 years. The research was done among students on random sampling technique selected from Government Model High School, Mirudoddi, Siddipet District, Telangana.

#### PROCEDURE

The subject was seated comfortably in front of the experimenter the questionnaire given to him/her with following instructions. Every individual to be instructed that they should read every statement carefully. In Dimensional personality Inventory the response is to be recorded on the basis of 3 alternatives YES/UNCERTAIN and NO. In Deo Mohan Achievement Motivation (n-Arch) Scale the individual response is to be recorded on the basis of 5 alternatives i.e. are Always Frequently, Sometimes, Rarely and never respectively. He/she has to decide which statement is true according to his temperament and behavior. He/she has to put a tick (✓) on cell below the alternatives on their chosen option.

STATISTICAL ANALYSIS

In the present study Pearson correlation coefficient applied for testing the significance of relationship between the Dimensional Personality Inventory and Achievement Motivation

IV. RESULTS & DISCUSSION

Table 1: Pearson Correlation of Dimensional Personality Inventory and Achievement Motivation of High school students.

Significance level at 0.05

DISCUSSION

S N O		Dimensional Personality Inventory					
		Pearson correlation Value (r)					
1	ACTIVITY/ PASSIVITY	0.33	0.18	0.03	0.235	0.197	0.25
	EMOTIONAL STABILITY						
2	SIGNIFICANCE LEVEL	Significant	Significant	Significant	Significant	Significant	Significant

Present study is carried out to examine the Influence of Dimensions of Personality traits and Achievement Motivation. Study was conducted on the sample of 30 High School students, tested to measure the Personality- Dimensional Personality Inventory by Dr. Mahesh Bhargava & Deo-Mohan Achievement Scale by Asha Mohan & Deo Test. For research certain hypotheses were framed and tested from the collected and analyzed data by Pearson Correlation Test.

As data analyzed and summarizes the comparison between Dimensions of Personality traits and Achievement Motivation, it was found that the correlation values are negative and no significant relation at 0.05 level with regard to all the components of personality traits, this line indicates there is no Significance between DPI And Achievement motivations.

Previous researches have indicated that the way individuals Achievement Motivation and their ability to successfully lead others can be influenced by their personality. Regardless of personality type, leaders may possess the ability to be competent in Motivate & Achieve toward their performance.

Everyone has a need to achieve and a fear of failure, but these needs vary from person to person and from situation to situation, .It is more applicable in academics, where the motivation of a student greatly contributes to his or her own life and also personality traits influence their personality which tune them to success.

V. FINDING & SUGGETIONS

- The most of the students strive to Motivate & Achieve their aspirations by having good personality Traits which are Active participation in Activities, Tendency to work with other people, courageous to outcome and Social being.
- Very few are lacking behind to think independent and part of the community, not expressive much about their views, thoughts and emotions this might be lack of proper ability to understand themselves but as there is no relation to their Achievement Motivation level of individual.
- The majority of the students are enjoying their schooling with having highly Trust on their teachers and encouragement from the peers ,it's not only with the academics but also in other activities to maintain their participation and also efficient in Emotional stability in regards to accept their success & failure in same manner to move on for betterment



## VI. CONCLUSION

From the study conducted on the topic titled "A study on Influence of personality on Achievement Motivation" and the study results and discussion presented in chapter 4 the following conclusion were made.

That there is a positive correlation between achievement motivation and Dimensional Personality Inventory (DPI) but No Significance relationship at 0.05 level. Hence there is Effect and impact of Personality on Achievement Motivation of student's academics and personal life.

Therefore the results suggest that Achievement Motivation is significant to Personality Traits. And the school should make clear the importance of achievement motive in life and make the students convinced in advance that they should develop good personality traits which would help to improve their academic achievement. Thus the school should provide a proper environment in the class and outside the class to develop achievement motivation in children as the better the personality.

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