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ACADEMIC ACHIEVEMENT, ACHIEVEMENT MOTIVATION AND HOME ENVIRONMENT AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

The major purpose of this research was to investigate the academic achievement, achievement motivation and home environment among high school students. The data were collected on 400 (200 boys and 200 girls) students by employing convenient sampling technique. To collect the requisite data for present study the investigator used Achievement Motivation test by Pratibha Deo and Asha Mohan, Home Environment Inventory by Dr. Karuna Shankar Misra and for Academic Achievement the scores obtained by the students in their last examination class i.e. 9th class examination were collected. The technique of product moment correlation and t-test were used to verify the hypotheses. The outcome of the research investigation shows that there is significant and positive relationship between scores on academic achievement and achievement motivation of high school boys, girls and for the total sample. There is significant and positive relationship between scores on academic achievement and home environment of high school girls and of total sample of high school students. High school boys and girls differ significantly with respect to their mean scores on the variable of academic achievement, achievement motivation and home environment. Further, it is found that there is no significant and positive relationship between scores on academic achievement and home environment of high school boys.

KEY WORDS: Academic Achievement, Achievement Motivation, Home Environment, High School Students.....

INTRODUCTION

Today's modern society expects everyone to be a high achiever. The key criteria to judge one's true potentialities and capabilities are pending

scholastic/academic achievement. Academic achievement has become an index of a child's future. Therefore, it is putting a great pressure on the minds of children and their parents. This scholastic achievement is a function of cognitive and non-cognitive aspects of personality, and is the resultant of various factors like personal, social, economic and other environmental factors. Research studies have proved that a good, supportive environment in home, school and neighbourhood could enhance a child's scholastic achievement.

It is well established fact that the child completely depends on parents for basic physical, emotional and social needs, especially in the first years of his life. In the process of growth and development the child picks up myriad influences from family as parents transmit their concepts to the child through their day-to-day interaction with him/her and these provide direction to the child's growth and development. The deprived to parental affection and proper care adversely affects the emotional development of the child. To state conclusively, home environment has been and will remain to be one of the most influencing environmental conditions in the development of the child, not only in the educational endeavours, but also throughout the life span. Since the child grows in the home environment and prepares for future life through the schooling process, both these aspects i.e. home and school are having their specific and conjoint role in shaping the personality of the child and his/her performance, being assessed as learning achievement, which in turn is a reflection on the quality of environment, both at school and home. Achievement Motivation is relatively a new concept in the world of Motivation. It is essentially a type of motivation that is personal in nature. Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances where as in the field of education in particular. Most of the students are facing difficulty in their examinations. We find some students are taking more number and some are taking less in their achievement. Academic achievement of the students is expected to be affected by the degree of achievement motivation they possess. On the basis of high academic achievement the admissions

and courses are done by the student. If a student gets poor academic achievement he may not get admission in good courses. As such, it is evident that high degree of achievement motivation is supposed to accelerate the process of higher academic achievement. Hence, it is very essential to focus attention on the relation of achievement motivation with that of the academic achievement of the students. It does not mean that achievement motivation is the only variable which may be related to academic achievement, besides this socio-economic status, mental health, personality, home environment, study habit etc. may be related to academic achievement. But the investigator thought that achievement motivation and home environment is the prominent one among all such factors. The research studies conducted by Jain (1965), Dave & Dave (1971), Abrol (1977), Salunke (1979), Singh & Jaiswal (1981), Singh (1983) and Deb & Grewal (1990) revealed that there is a positive relationship between home environment and academic achievement of students. But on the other hand the study of Weisher (2002) concluded that there is no relationship between home environment and academic achievement of students. Further the studies of Singh (1965), Desai (1971), Srivastva (1974), Phutela (1976), Abrol (1977), Chand (1981), Raghwa (1984), Ahluwalia (1985), Chand (2005) and Anand (2006) found that there is a positive relationship between achievement motivation and academic achievement of students. But on the other hand the study of Harikrishan (1992) concluded that there is no relationship between achievement motivation and academic achievement of students. The studies of Chaudhary (1971), Gokulnathan (1972), Aggarwal (1974), Abrol (1977), Gupta (1978), Bhrathi (1984), Singh (1984), Singh (1987), Rani (1992), Pramod (1996), Minnalkodi (1997) and Anand (2006) concluded the sex differences on the variables of achievement motivation and home environment. Therefore, such a situation encouraged the investigator to have such a study i.e. to study the academic achievement, achievement motivation and home environment among high school students.

OBJECTIVES OF THE STUDY

The study conducted by the investigator was based on the following objectives:

- To study the relationship between scores on the variables of academic achievement and achievement motivation for high school boys.
- To study the relationship between scores on the variables of academic achievement and achievement motivation for high school girls.
- To study the relationship between scores on the variables of academic achievement and achievement motivation for total sample of high school students.
- To study the relationship between scores the variable academic achievement and home environment for high school boys.
- To study the relationship between scores on the variable academic achievement and home environment for high school girls.
- To study the relationship between scores on the variable academic achievement and home environment for total sample of high school students.
- To compare high school boys and girls with respect to their mean scores on the variable academic achievement.
- To compare high school boys and girls with respect to their mean scores on the variable achievement motivation.
- To compare high school boys and girls with respect to their mean score on the variable home environment.

HYPOTHESES OF THE STUDY

The hypotheses formulated and tested in the present study were as follows:

- There is significant and positive relationship between scores on academic achievement and achievement motivation of high school boys.
- There is significant and positive relationship between scores on the academic achievement and achievement motivation of high school girls.
- There is significant and positive relationship between scores on academic achievement and achievement motivation of total sample of high school students.

- There is significant and positive relationship between scores on academic achievement and home environment of high school boys.
- There is significant and positive relationship between scores on academic achievement and home environment of high school girls.
- There is significant and positive relationship between scores on academic achievement and home environment of total sample of high school students.
- High school boys and girls differ significantly with respect to their mean scores on the variable of academic achievement.
- High school boys and girls differ significantly with respect to their mean scores on the variable of achievement motivation.
- High school boys and girls differ significantly with respect to their mean scores on the variable of home environment.

RESEARCH METHOD

In the present study, descriptive survey method was used.

SAMPLE

In the present study the sample was drawn from the students studying in 10th class of Govt. High/Senior Secondary Schools situated in Bilaspur district of Himachal Pradesh. From each school a sample of 20 (10 boys and 10 girls) students of 10th class was selected. Due to paucity of time and limited scope of the study, the schools were selected on the basis of convenience and the sampled students were also selected conveniently from each school. It is worth mentioning that all these schools followed the curriculum prescribe by the Himachal Pradesh Board of School Education. Finally, the total sample consisted of 400 (200 boys and 200 girls) students.

TOOLS USED

To collect the requisite data for present study the investigator used Achievement Motivation test by Pratibha Deo and Asha Mohan, Home Environment Inventory by Dr. Karuna Shankar Misra and for Academic Achievement the scores

obtained by the students in their last examination class i.e. 9th class examination were collected. These marks were taken as the scores on academic achievement.

STATISTICAL TECHNIQUES USED

In order to test the hypotheses of the present study, the investigator used the technique of product moment correlation and t-Test.

ANALYSIS AND INTERPRETATION OF DATA

Studying the Relationship between Academic Achievement and Achievement Motivation

The Table-1 presents the relationship in terms of product moment correlation between the variables of Academic Achievement and Achievement Motivation for boys, girls and for total sample of high school students.

Table-1: Relationship of Academic Achievement with Achievement Motivation of boys, girls and total sample of High School Students

Independent Variable	Group	N	df	Correlation
Achievement Motivation	Boy High School Students	200	198	0.151*
	Girl High School Students	200	198	0.206**
	Total sample of High School Students	400	398	0.224**

It is revealed from Table-1 that the relationship between Academic Achievement and Achievement Motivation in terms of boys, girls and for the total sample the product moment correlation came out to be significant at 0.05 and 0.01 level of confidence which indicates that change in Academic Achievement in these groups is associated with a similar change in their level of Achievement Motivation. Hence, the hypothesis that "There is significant and positive relationship between scores on academic achievement and achievement motivation of high school boys", "There is significant and positive relationship between scores on academic

achievement and achievement motivation of high school girls" and "There is significant and positive relationship between scores on academic achievement and achievement motivation of total sample of high school students" is accepted.

Studying the Relationship between Academic Achievement and Home Environment

The Table-2 presents the relationship in terms of product moment correlation between the variables of Academic Achievement and Home Environment for boys, girls and for total sample of high school students.

Table-2: Relationship of Academic Achievement with Home Environment of boys, girls and total sample of High School Students

Independent Variable	Group	N	df	Correlation
Home Environment	Boy High School Students	200	198	0.124
	Girl High School Students	200	198	0.201**
	Total sample of High School Students	400	398	0.102*

Table-2 depicts that the co-efficient of correlation between Academic Achievement and Home Environment in terms of boys did not come out to be significant at any level of confidence indicating that change in Academic Achievement in this group is not associated with a similar change in their level of Home Environment. Hence, the hypothesis that "There is significant and positive relationship between scores on academic achievement and home environment of high school boys" is rejected.

The table-2 also shows that the co-efficient of correlation between Academic Achievement and Home Environment in terms of girls and for the total

sample came out to be significant at 0.05 and 0.01 level of confidence which indicates that change in Academic Achievement in these groups is associated with a similar change in their level of Home Environment. Hence, the hypothesis that "There is significant and positive relationship between scores on academic achievement and home environment of high school girls" and "There is significant and positive relationship between scores on academic achievement and home environment of total sample of high school students" is accepted.

Studying Sex Differences on the Variables of Academic Achievement, Achievement Motivation and Home Environment

Table-3 presents the t-value for boy and girl high school students in respect of the Variables of Academic Achievement, Achievement Motivation and Home Environment along with Ns, Means, SDs and Standard Error of Means for the two groups.

Table-3: Result of t-Test showing difference between boy and girl high school students on Academic Achievement, Achievement Motivation and Home Environment

Variable	Group	N	Mean	S.D.	SE _M	df	t-Test
Academic Achievement	Boy High School Students	200	397.40	74.64	5.27	398	4.81**
	Girl High School Students	200	436.52	87.20	6.16		
Achievement Motivation	Boy High School Students	200	142.96	18.87	1.33	398	5.45**
	Girl High School Students	200	152.15	14.56	1.02		
Home Environment	Boy High School Students	200	234.88	38.49	2.72	398	4.38**
	Girl High School Students	200	219.28	32.34	2.28		

The table-3 shows that the calculated t-ratio for academic achievement among boy and girl high school students is 4.81 which is significant at 0.01 level of significance. Thus, hypothesis that "High school boys and girls differ significantly with respect to their mean scores on the variable of academic achievement" is

accepted. Since, the mean score on academic achievement is lower for boys (397.40) as compared to girls (436.52), it may be inferred that girl high school students exhibit significantly superior academic achievement in comparison to boys. The calculated t-ratio for achievement motivation among boy and girl high school students is 5.45 which is significant at 0.01 level of significance. Thus, hypothesis that "High school boys and girls differ significantly with respect to their mean scores on the variable of achievement motivation" is accepted. Since, the mean score on achievement motivation is lower for boys (142.96) as compared to girls (152.15), it may be inferred that girl high school students exhibit significantly superior achievement motivation in comparison to boys. Further, the calculated t-ratio for home environment among boy and girl high school students is 4.38 which is significant at 0.01 level of significance. Thus, hypothesis that "High school boys and girls differ significantly with respect to their mean scores on the variable of home environment" is accepted. Since, the mean score on home environment is higher for boys (234.88) as compared to girls (219.28), it may be inferred that boy high school students exhibit significantly superior home environment in comparison to girls.

FINDINGS OF THE STUDY

After careful analysis of the obtained data and interpretation of the results with regard to the objectives and hypotheses of the study, the investigator reached at the following findings:

- ◆ There is significant and positive relationship between scores on academic achievement and achievement motivation of high school boys.
- ◆ There is significant and positive relationship between scores on the academic achievement and achievement motivation of high school girls.
- ◆ There is significant and positive relationship between scores on academic achievement and achievement motivation of total sample of high school students.
- ◆ There is no significant and positive relationship between scores on academic achievement and home environment of high school boys.

- ◆ There is significant and positive relationship between scores on academic achievement and home environment of high school girls.
- ◆ There is significant and positive relationship between scores on academic achievement and home environment of total sample of high school students.
- ◆ High school boys and girls differ significantly with respect to their mean scores on the variable of academic achievement.
- ◆ High school boys and girls differ significantly with respect to their mean scores on the variable of achievement motivation.
- ◆ High school boys and girls differ significantly with respect to their mean scores on the variable of home environment.

EDUCATIONAL IMPLICATIONS

The findings of the present study have the important implications for educational practice. In the present study, the investigator found that there exist positive and significant relationship between achievement motivation and academic achievement; and between home environment and academic achievement of high school students. But only in one case of boy high school students it is found that there is no significant relationship between home environment and academic achievement. So the parents must use different types of motivational techniques to increase the achievement motivation of learners and try to provide them conducive home environment. Further, it is found that there is significant difference between boys and girls of high schools with respect to their mean scores on achievement motivation, academic achievement and home environment. Therefore, different types of curricular and co-curricular activities and programmes must be organized by teachers in the school for the development of high achievement motivation among the high school students and parents should also take care of providing good home environment to their wards.

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