A STUDY OF ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS IN RELATION TO ACHIEVEMENT MOTIVATION AND HOME ENVIRONMENT

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The present investigation was undertaken to reveal the relationship of academic achievement with achievement motivation and home environment of secondary school students. The sample of study comprised of 200 students of ninth standard drawn from government and government aided schools of Ludhiana city. The results of the study revealed positive and significant relationship between academic achievement and achievement motivation and home environment. It was further revealed that sex does not exert any influence on achievement motivation and home environment.

INTRODUCTION

The large incidence of failure in the secondary school examination has been a great concern not only to the parents but also to the educationists. With the constitutional provision aimed at making the elementary education free and compulsory throughout the country the scope and responsibility of the education has added new dimensions. Bright students who fail to excel due to other factors miss the opportunity to advance in education and also perform poorly despite the good learning facilities in their schools. Among the factors that are blamed for the pupil’s poor academic performance and low motivation, the home environment is hardly mentioned. One of the main concerns of the educators has been how to maximize the achievement of all children with the recognition to individual differences in ability. In order to lead towards maximum output on the part of student there is a dire need of motivation. Pupils who are motivated are likely to perform well in their examinations. Motivation is the dynamic force that energies all human behaviour. It determines the individual’s direction of action and his rate of action. It is an act of inculcating
and stimulating interest in students towards studies and other activities. Home and school environment, share an influential space in child’s life. Home is the social biological unit that exerts the great influence and bearing on the development of the child. It has been shown by various studies that most of the children who are successful /great achievers and well adjusted come from the families where sustaining wholesome relationships exist. Daulta (2008) revealed that good quality of home environment had significant positive correlation with ‘high’ level of scholastic achievement in boys than among girls. It has also been reported that punishment aspect of home environment has negative impact on achievement among girls. Other aspects of home-environment viz. Permissiveness, control, protectiveness, conformity, deprivation of privileges, nurturance and reward were not significantly related (Pandey, 1985). It has also been reported that a positive affective relationship between parents and children increases the likelihood that the child will initiate and persist in challenging and intellectual tasks. Positive and affective relationship is likely to get hampered when control and punishment exist beyond optimum limits.

**OBJECTIVES**
To study the relationship between Achievement Motivation and Academic Achievement of secondary school students.
To study the relationship between Home Environment and Academic Achievement of secondary school students.
To find out sex differences among the boys and girls of secondary school with regard to academic achievement, achievement motivation and home environment among secondary school students.

**SAMPLE**
A sample of 200 students (100 boys and 100 girls) of IX class of Ludhiana city was taken.
DELIMITATIONS OF THE STUDY
The present study is delimited to the schools of Ludhiana city only.
The study has been confined to three variables i.e. home environment and achievement motivation and academic achievement.
The present study is delimited to ix class students.
The study is delimited to 200 students (100 boys and 100 girls) affiliated to P.S.E.B.

TOOLS USED
Home Environment Inventory (1989) by Dr. Karuna Shanker Mishra.
Academic Achievement was measured from the results of eighth class annual examination of the students conducted by P.S.E.B

HYPOTHESES OF THE STUDY
There exists a significant relationship between Achievement Motivation and Academic Achievement of secondary school students.
There exists a significant relationship between Home Environment and Academic Achievement of secondary school students.
There exists significant difference among secondary school boys and girls in respect to Academic Achievement.
There exists significant difference among secondary school boys and girls in respect to Home Environment.
There exists significant difference among secondary school boys and girls in respect to Achievement Motivation.

RESULTS
It is observed in the present study that the value of co-efficient of correlation between achievement motivation and academic achievement is 0.305, which is statistically significant. It shows
that there exists a significant and positive relationship between achievement motivation and academic achievement of secondary school students. Hence the hypothesis (1), “There exists a significant relationship between Achievement Motivation and Academic Achievement of secondary school students” is accepted.

It is evident from the present study that value of co-efficient of correlation between academic achievement and certain dimensions of home environment i.e. control, protectiveness, punishment, conformity and reward are 0.247, 0.437, 0.342, 0.308 and 0.416 respectively, which are significant at 0.01 level of significance. It denotes that above mentioned dimensions of home environment are significantly and positively related with academic achievement. Values of co-efficient of correlation of social isolation and nurturance with academic achievement are -0.144 and 0.170 respectively, which are significant at 0.05 level of significance. It shows that social isolation is significantly but negatively related with academic achievement. On the other side nurturance is significantly and positively related with academic achievement. Thus, the hypothesis (2), “There exists a significant relationship between Home Environment and Academic Achievement of secondary school students” is partially accepted. Estrada et al. (1987) critically reviewed the dimensions of home environment and reported that controlling and punitive home environment is essentially detrimental for cognitive development and thus academic achievement.

Further differences between boys and girls of secondary school were observed in respect to academic achievement, achievement motivation and home environment and. Results revealed that calculated t-ratio for academic achievement of secondary school boys and girls is 0.40, which is statistically insignificant. It shows that no significant differences exist among secondary school boys and girls in respect to academic achievement. Thus hypothesis (3) “There exists significant difference among secondary school boys and girls in respect to Academic Achievement” is not
accepted. Contrary to this, significant difference between boys and girls of secondary school were found for home environment for t-ratio being 2.63, which is statistically significant. Thus hypothesis (4) “There exists significant difference among secondary school boys and girls in respect to Home Environment” is accepted. Further it is revealed that the value of t-ratio for achievement motivation of secondary school boys and girls is 0.784, which is statistically insignificant. It shows that secondary school boys and girls show no significant difference in respect to achievement motivation. Thus hypothesis (5), “There exists significant difference among secondary school boys and girls in respect to Achievement Motivation” is not accepted. This finding of present study is supported by Kolappan (2011) and Thanalakshmi and Rasul Mohaidaen (2011). The result of present investigation is contradictory to the studies conducted by Kishor and Rana (2010) and Rama and Devi (2011), who found that the achievement motivation of rural and urban students differs significantly from one another.

CONCLUSION
Home environment is the basic and essential nurturing support system for all of us. No other care system can be a substitute for the multiple bonding provided by the family system. The intellectual growth, scholastic scores, etc., are also aided by the sustaining family structure. It does not only provide the hereditary transmission of basic potentials of his development, but also provides environmental conditions and personal relationships. So, it is the home which sets the pattern for child’s attitude towards people and society, aids intellectual growth in the child and supports his achievements. Many parents may not be aware of the influence of various home environmental factors on the academic achievement motivation of their children. It is recommended that, teachers and educationists should try to create awareness in parents on the importance of the home environment on academic achievement motivation which can improve the children’s
performance. For the various family variables to have a significant effect on children’s academic achievement motivation, parents should set achievable targets within their means.

REFERENCES


