A Study of the Relationship between Academic Achievement Motivation and Home Environment among Standard 10th Pupils

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Abstract:
The objective of this study was to investigate the relationship between academic achievement motivation and home environment among standard 10th pupils. The study was carried out on standard 10th from urban and rural primary schools randomly selected from Banaskantha district. Their age ranged between 13 and 17 years. Two questionnaires, Academic Achievement Motivation Test by Sharma T.R and home environment questionnaire, were used to provide information on the pupil's levels of academic motivation and home environment. A significant ($p < 0.05$) positive relationship was found between five factors of the home environmental, that is mother's occupation ($r = 0.26$), father's occupation ($r = 0.24$), mother's education ($r = 0.19$), father's education ($r = 0.16$) family size($r = 0.29$) and academic achievement motivation. Parental encouragement was the only factor that was not significantly ($r = 0.04$) related to academic achievement motivation. Although these correlations are low, they showed that pupils' motivation to do well in academic work is to some extend dependent on the nature of their home environment. It was recommended that parents need to be aware of the importance of their role in their children's academic achievement motivation so that they can provide the necessary facilities at home.

Keywords: *Academic Achievement Motivation, Home environment, Relationship*

1. Introduction

Examinations have always been used as the main basis for judging a student's ability and also as a means of selection for educational advancement and employment. Every year, thousands of Indian students sit for the Board examination for standard 10th and 12th. Although pupils may be of comparable abilities, learn in the same environment and follow the same syllabus, their academic performance still vary. 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. It is estimated that about more than 40% of secondary school leavers do not gain admission into higher secondary schools every year due to their poor performance. The poor performance has raised concern and efforts have been made to find out the reasons behind it. Many factors such as lack of facilities in school, lack of teachers, indiscipline, unfavorable home environment, low intelligence, anxiety, pupils' need to achieve, cause poor academic performance

Pupils who are motivated are likely to perform well in their examinations. There are many factors that may contribute towards pupil's motivation to achieve high grades in school. This study attempted to find out whether the differences in academic achievement motivation among pupils can be attributed to differences in their home environments. In this study it was assumed that children's home environments could be a possible determinant of their variations in

academic achievement motivation. Many homes differ on factors such as family size, availability of learning materials, the parent's level of education, parent's occupation, income, parental encouragement and involvement. This study assumed that children come from varied home environments that may influence their motivation to excel in school

2. Objective
The main objective of the study was to find relationship between Academic Achievement Motivation and Home Environment among standard 10th pupils.

3. Limitations of the Study
The study was limited to 10th standard students of Gujarati medium of Palanpur Taluka, studying during 2012-2013 academic year only.

4. Sample and Technique of Sample Selection
The subjects of study comprised of 155 (79 boys and 76 girls) standard 10th pupils from urban (N = 80) and rural (N = 75) schools from Palanpur Taluka. The stratified random sampling technique was used to have urban and rural representation. Four schools were selected through simple random sampling from each of the two settings.

5. Tool Used
Academic Achievement Motivation Test by Sharma T.R was administered which consist of 38 items with two alternatives. The subject's responses to each paired statements are scored with values ranging from 0 to 1. The highest possible score was 38 and the lowest was 0. The reliability coefficient reported by Sharma T.R using the split-half, Rational Equivalence and Test-retest methods were 0.697, 0.75 and 0.80 respectively. This is a group test that takes an average of one and half hours to complete.

The home environment questionnaire consisted of 32 items. Items measured the following selected factors: (1) Parent's occupation (2) Parent's level of education (3) Family size (4) Parental encouragement. Structured items in the questionnaire were coded by giving the values that preceded the different alternative responses whereas coding procedures were devised for the open-ended items. The correlation coefficient reliability obtained through the Split half method was 0.79.

6. Procedure
To ensure that the subjects had understood the test procedure, the test instructions were read aloud and demonstrations on how to respond to the items were shown on the chalkboard. The respondents were not allowed to fill in the instruments until they indicated that they had clearly understood the procedure. Enough time was allowed for all the respondents to finish.

7. Statistical Tool
Ex-post facto correlation method was used to whether there is a relationship between home environment and academic achievement motivation of standard 10th pupils selected from urban and rural areas of Palanpur Taluka. In the ex-post facto design the researcher does not have direct control over independent variables because their manifestations have already occurred or because they cannot be inherently manipulated. The investigator therefore examined the impact of home environment (independent variable) on academic achievement motivation (dependent variable) after the effects have been experienced.

8. Result and Discussion

Table 1 The Relationship between Home Environmental factors and Academic achievement motivation (N = 155)

Sr.	Home environmental factors	Academic achievement motivation
1	Mother's occupation	0.26**
2	Father's occupation	0.24**
3	Mother's education	0.19*
4	Father's education	0.16*
5	Family size	0.29**
6	Parental encouragement	0.04

According to the findings of this study, significant ($p < 0.05$) relationship was found between the pupil's scores in academic achievement motivation and six of the home environmental factors, that is, the mother's occupation ($r = 0.26$), father's occupation ($r = 0.24$), mother's education ($r = 0.19$), father's education ($r = 0.16$) and family size($r = 0.29$) (Table 1). These findings imply that, a more favorable home environment motivates a child to excel in school. The high level of education which most often goes with high occupational status means that the parents will be able to provide the necessary learning facilities and to assist the child with schoolwork. This parental involvement which could be lacking in parents whose education and occupation are low may have a motivating effect on the child. A parent with a small family will not only find it easy to provide for the physical needs of the child, but will also be in a position to give him attention, encouragement, stimulation and support with his schoolwork. This could have a motivating effect on a child from the small family in comparison with a child from a large family where the parents are always busy trying to find ways of meeting the basic needs of the family. A child whose effort to do well in school is supplemented by the provision of the required learning facilities would tend to have a high academic achievement motivation as the results suggest. From the results obtained, it can logically be argued that the studied home environmental factors are among the variables that determine the child's motivation to do well in academic work. Parental encouragement was the only factor that was not significantly ($r = 0.04$) related to academic achievement motivation. The low correlation between parental encouragement and academic achievement motivation may imply that the nature of the encouragement given to the child by his parents is important as far as the academic achievement motivation is concerned. Parents who through encouragement pressurize their children by making too high demands may create in them anxiety and fear of failure instead of providing effective motivation to do well in their academic work. Parents should understand that it is not the amount of encouragement and pressure that matters but the way it is given.

9. Implication of the Study

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, educationists and leaders 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. Parents need to be informed that they can contribute to the education of their children through encouragement, provision of learning facilities, and active assistance among other strategies.

Precaution should be taken when it comes to parental encouragement since unreasonably high demand and too much pressure for good performance made by some parents on their children may cause anxiety and fear of failure which may affect the child's academic performance negatively.

Parents need to know their role in the education of their children so that they do not put the blame entirely on teachers when their children do not perform well in school.

For the various family variables to have a significant effect on children's academic achievement motivation, parents should set achievable targets within their means.

10. Conclusion
The findings of the study have supported previous findings which have indicated a positive relationship, between academic achievement motivation and home environment. The home environment is one of the determinants of academic achievement motivation. An academically favorable home environment is likely to enhance the child's motivation to achieve academic success which in turn will contribute to good performance in school.

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