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A STUDY OF RELATIONSHIP BETWEEN STUDY INVOLVEMENT, HOME CLIMATE, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF TRIBAL STUDENTS

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ABSTRACT

The central aim of formal education is the academic achievement of students. Even though all round development of a child is the goal of educational process, in most of the educational institutions, academic achievement continues to be the exclusive concern. Academic achievement is not an independent phenomenon, but to a greater extent it is influenced by many factors. Some factors are personal and some are identified in the environment in which learning process takes place. Thus, it is important to understand the concept and process of academic achievement and to identify the factors influencing on academic achievement. In the present study, the study involvement, home climate and achievement motivation are the identified factors. The study



intends to explore the relationship of these three factors with academic achievement.

KEYWORDS: Study of Relationship , Home Climate, Achievement Motivation .

INTRODUCTION:

Academic achievement as a major goal of education expects the students to perform well in all cultures, especially in tribal community. These students can improve their performance by learning, developing their talents, knowledge, skills, abilities, competencies and career aspiration. Thus, the present study assumes its significance and relevance.

ACADEMIC ACHIEVEMENT

Crow and Crow (1969) defined academic achievement as the extent to which a learner is profiting from instruction in a given area of learning, i.e., achievement is reflected by the extent to which the knowledge has been imparted to him/her. The main responsibility of the educational institutions is to promote scholastic growth and development of the students. In the formal education system, much emphasis is given to scholastic achievement of the students. From the beginning of formal education, the schools consider academic

achievement of the students for selection, classification and promotion to higher standards.

Many research studies have been conducted in the field of academic achievement. Researchers have identified many factors that affect academic achievement. It is revealed that academic achievement of students not only depend upon the capacity of the students, but it is a collective endeavour of the family, educational institution in which the students live and learn, grow and develop the characteristics. Thus, the present study intends to explore the relationship of study involvement, home climate and achievement motivation.

STUDY INVOLVEMENT

A study of relationship between involvement and need satisfaction has been visualized by a few researchers. These

studies revealed a positive relationship between personal involvement of individuals in an activity and the satisfaction of their needs. This idea formed the basis for the selection of the variable in the present study. The concept is based on the assumption that the degree of involvement is determined by the (i) number of needs satisfied, and (ii) the extent of their satisfaction through the performance of the task. Involvement which is conceptualized in this context therefore may be classified as an intrinsic motivation.

HOME CLIMATE

In the development of the child, home environment plays a vital role which in turn helps the children to develop academically. Home environment is defined as “more or less durable association of husband and wife with or without children or man or women alone with children – minkoffs”. The basis unit of interaction at home that is available for the child is its parents. Therefore, influence of parents, especially tribal families, on the development of the child is of prime importance for the all round development of the child. As Symonds emphasized that “the essence of parent-child interaction lies more in how a parent feel than is what a parent does”. The family background is found to serve an important role in the development of human abilities. Research findings indicate that the parents of high creative subjects are more educated than the parents of low creative students (Singh, 1980). Thus, it is essential that parents in tribal families ought to be educated and given proper guidance.

ACHIEVEMENT MOTIVATION

Motivation means any idea, need, emotion, or organic state, which prompts a man to action. Motivation plays a major role in the all round development of a child. Education activities gave a higher degree of motivation or in other words through education we can motivate children for better understanding of different aspects of life. Motivation is a process of getting the needs of the people realized with a view to induce them to work or the accomplishments of the task.

In education, the learner requires a basic desire to complete and excel in performance. It is needless to say that the education activity is meaningless without competition. However, success in competition depends on the performance of the individual. Higher the performance greater the chances of success. It is true that for these kinds of competitive activities, achievement motivation is going to be the base because motivation appears to be a key factor in an accomplishment of competitive activity. For this reason in studying the academic achievement of tribal students, this variable has been selected.

AN OVERVIEW

Most part of these studies revealed positive correlation of academic achievement with study involvement, and home climate. A few studies revealed no significant relation between these variables. It should be noted that population of these studies were different such as student with specific subject and specific area. Regarding the relationship of academic achievement, study involvement, home climate the findings were inconsistent.

Few researches showed the significant influence of gender on academic achievement without any direction and some studies showed significant gender difference regarding academic achievement, study involvement and home climate as indicating that girls showed better achievement than girls. The influence of different types of schools was assessed on academic achievement in previous literature. Majority of studies showed that academic achievement of students studying in government schools was poor. Few studies reported a significant influence of type of school on academic achievement without any direction. Indian studies showed that most of the urban private school performed better than private and rural government school.

No study has attempted to investigate the relationship of academic achievement with study involvement and home climate of secondary school tribal students. Hence, the present study is a new effort in this direction.

The review of the literature helped the researcher to spot out relevant problems and parameters. Further the literature helped the researcher to form the suitable hypotheses leading to the problems.

METHODOLOGY

The present study investigates the relationship in the psychological factors - study involvement, home climate, achievement motivation and academic achievement of tribal students.

Variables

- (i) Study Involvement
- (ii) Home Climate
- (iii) Achievement Motivation
- (iv) Academic Achievement

Objectives

The following objectives are formulated :

1. To study the relationship between study involvement and academic achievement of tribal students.
2. To study the relationship between home climate and academic achievement of tribal students.
3. To study the relationship between achievement motivation and academic achievement of tribal students.

Hypotheses

The following hypotheses are formulated :

1. There is a significant relationship between study involvement and academic achievement of tribal students.
2. There is a significant relationship between home climate and academic achievement of tribal students.
3. There is a significant relationship between achievement motivation and academic achievement of tribal students.

Method of Research

For the present study, descriptive survey method was found to be appropriate. The purpose was to investigate the relationship between study involvement, home climate and achievement motivation with academic achievement of tribal students.

Sample

A sample of 600 tribal students were chosen from Government and Private schools using random sampling method. The data for the present study was obtained from 38 secondary school tribal students from Hyderabad-Karnataka region.

Tools

The following tools were used for the collection of data :

- i. Study Involvement Inventory (SII) : constructed and validated by Murray, (1938).
- ii. Home Climate Descriptions Questionnaire (HCDQ) : constructed and validated by the investigator.
- iii. Achievement Motivation Scale (AMS) : constructed and validated by Deo-Mohan (2005).

Collection of Data

The tools were administered by the investigator personally to all the 600 students. The students were properly given instructions regarding the time allotted to each scale and the marking procedure.

Statistical Techniques

In pursuance of the Specific Objectives – 1 to 6, the Pearson's Product-Moment Coefficient of Correlation technique was used to find the relationship between study involvement, home climate, achievement motivation and academic achievement.

Analysis and Interpretation

The study focus on the investigation of the relationship of study involvement, home climate, achievement motivation with academic achievement of secondary school tribal students. The details are given in the following paragraphs.

Correlation

In order to investigate the relationship of the independent variables with the dependent variable, correlation technique was used and to test the significance of obtained 'r' the appropriate 't' test was used. The values of 'r' and 't' with their significance are presented in the following table :

Table – 1 : Correlations between Independent and Dependent Variables

Variables	Correlation Coefficients- Academic Achievement			
	"r"	"t"	p-value	Significance
Study Involvement	0.9075	52.81	<0.01	Yes
Home climate	0.7481	27.56	<0.01	Yes
Achievement Motivation	0.8027	32.91	<0.01	Yes

- 1.The obtained 't' value 52.81 is greater than the tabled 't' value 2.76 at 0.01 level, hence, the hypothesis is accepted. It thus implies that the obtained correlation is positive and significant.
- 2.The obtained 't' value 27.56 is greater than the tabled 't' value 2.76 at 0.01 level, hence, the hypothesis is accepted. It thus implies that the obtained correlation is positive and significant.
- 3.The obtained 't' value 32.91 is greater than the tabled 't' value 2.76 at 0.01 level, hence, the hypothesis is accepted. It thus implies that the obtained correlation is positive and significant.

CONCLUSION

From the above analysis, it is revealed that the study involvement, home climate, achievement motivation are having positive and significant relationship with the Academic Achievement of secondary school tribal students.

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