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Home environment to impact on academic motivation among adolescents

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Abstract

The present study was carried out in Hisar and Jind district of Haryana state. Academic motivation Scale by Aarepattamannil (2006) was used to determine the academic motivation of the adolescents and Family Environment Scale developed by Bhatia and Chadha (1993) was used to assess home environment of the adolescent's respectively. Results pinpointed that the association of academic motivation with family environment was significantly ($\chi^2 = 6.6^*$). Further probing of data articulated that the association of academic motivation with Cohesion was significant ($\chi^2 = 19.0^*$) Intrinsic motivation – to know, Intrinsic motivation- toward accomplishment with Expressiveness was significant ($\chi^2 = 5.6^*$) and another aspects of academic motivation of amotivation was significant ($\chi^2 = 4.9^*$) with Organization.

Keywords: Academic motivation, Home Environment, Intrinsic motivation – to know, intrinsic motivation-toward accomplishment, Amotivation Expressiveness, Organization and Adolescents

Introduction

Family is a social unit, and cultural anthropologists have identified different fundamental types of family. The nuclear, extended and joint families are the major types of the family structure. Family backgrounds have been of great important in shaping the performance of children in schools worldwide. Because academic performance is usually as a result of motivation that children get from the people they interact with in their initial stages of life.

A family is strongly linked to the academic motivation of a child (Sirin, 2005) [10]. A family's SES is the initiating factor in a child's academic performance as it contributes to the environment a child grows and learns. Those higher in SES are able to provide resources at home, such as books and computers, along with providing the social capital that is necessary to succeed in school. SES also assists in determining which school a child will go to and the classroom environment they have access to, based on instructional arrangements, materials, teacher experience and teacher student ratio all of which contributes to the academic achievement of children. Family emotional climate is a psychological factor that can influence students' academic motivation and academic performance. In addition to family emotional atmosphere, the amount of students' personal-social adjustment in familial, academic and instructional situations is another variable which influence students' academic performance and academic motivation.

Academic motivation is an important issue for psychologists and individuals in the field of education because it has been correlated with academic self-concept and academic self-efficacy (Bong and Skaalvik, 2003) [5]. Therefore academic motivation during adolescence has become an increasingly important issue for educators and changes in motivation have become an area of emerging research interest for researchers (Turner and Patrick, 2008) [11].

Objective of the Study

To study the Family environment influences on Academic motivation.

Methods

Participant

A total of 40 boys and 40 girls between age group of 13 to 14 years were selected randomly. Hence, the total sample was 80 respondents.

Instrument

Family Environment Scale developed by Bhatia and Chadha (1993) [3] was used to assess home environment of the adolescent's respectively and Academic motivation Scale by

Areepattamannil (2006) [1] was used to determine the academic motivation of the adolescents.

Statistical Analysis

Z- Test was used for testing difference between means for two large samples and Chi-square was computed to examine relationship between family environment and academic motivation.

Procedure

The present study was carried out in Hisar and Jind district of Haryana state. These adolescents were selected from two villages namely: sundrpur village was selected from jind district and khriya village was selected from Hisar district. A total of 40 boys and 40 girls between age group of 13 to 14 years were selected randomly. Hence, the total sample was 80 respondents. Academic motivation Scale by Areepattamannil (2006) [1] was used to determine the academic motivation of the adolescents and Family Environment Scale developed by

Bhatia and Chadha (1993) [3] was used to assess home environment of the adolescent’s respectively.

Results and Discussion

Association of academic motivation with Home environment

Table 2 displayed, the association of academic motivation and family environment was ($\chi^2 = 6.66^*$). The association of academic motivation with Cohesion was significant ($\chi^2 = 19.0^*$). The association of Intrinsic motivation – to know Intrinsic motivation- toward accomplishment with Expressiveness, ($\chi^2 = 5.6^*$) and another aspects of academic motivation the association of amotivation with Organization, ($\chi^2 = 4.92^*$). Results of Meena (2008) [9] are in line with the present study that good quality of home environment had significant positive correlation with ‘high’ level of scholastic achievement in boys than in girls. It was found that as the quality of home environment got deteriorated, the level of scholastic achievement also decline in boys.

Table 2: Association of academic motivation with home environment

| Academic Motivation | Home Environment | | Total | χ^2 value |
|--|------------------|--------------------------|-------|----------------|
| Low (4-12) | 5 | 5 | 10 | 6.66* |
| Average (12-20) | 6 | 28 | 34 | |
| High (20-28) | 9 | 27 | 36 | |
| Total | 20 | 60 | 80 | |
| Academic Motivation Aspects | | Home Environment Aspects | | |
| Intrinsic motivation – to know | | Cohesion | | Total |
| Low (4-12) | 5 | 6 | 11 | 19.0* |
| Average (12-20) | 8 | 6 | 14 | |
| High (20-28) | 13 | 32 | 55 | |
| Total | 26 | 54 | 80 | |
| Intrinsic motivation – toward accomplishment | | Expressiveness | | Total |
| Low | 5 | 5 | 10 | 5.6* |
| Average | 6 | 18 | 24 | |
| High | 6 | 40 | 46 | |
| Total | 17 | 63 | 80 | |
| Intrinsic motivation- experience stimulation | | Conflict | | Total |
| Low | 8 | 29 | 37 | 2.0 |
| Average | 5 | 15 | 20 | |
| High | 13 | 14 | 23 | |
| Total | 26 | 54 | 80 | |
| Extrinsic motivation –identified | | Acceptance and caring | | Total |
| Low | 6 | 20 | 26 | 2.9 |
| Average | 5 | 5 | 10 | |
| High | 4 | 40 | 44 | |
| Total | 15 | 65 | 80 | |
| Extrinsic motivation introjected | | Independence | | Total |
| Low | 13 | 3 | 16 | 2.0 |
| Average | 25 | 17 | 42 | |
| High | 15 | 7 | 22 | |
| Total | 53 | 27 | 80 | |
| Amotivation | | Organization | | Total |
| Low | 36 | 21 | 57 | 4.9* |
| Average | 5 | 8 | 13 | |
| High | 5 | 5 | 10 | |
| Total | 46 | 34 | 80 | |

* Significant at 5% level of significance

Finding

It was found that there was significant of family environment on academic motivation.

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