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## AN INTERACTION EFFECT OF STUDY INVOLVEMENT, HOME CLIMATE AND ACHIEVEMENT MOTIVATION ON ACADEMIC ACHIEVEMENT OF TRIBAL STUDENTS

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### ABSTRACT

**E**ducation is the most important invention of mankind. It is more important than his invention of tools, machines, spacecraft, medicine, weapons, and even language because language too was the product of education. It is education which transformed man into human beings.

**KEYWORDS:** Home Climate and Achievement Motivation , human beings.

### INTRODUCTION:

Education is basic to any civilization. Education of man does not begin at school, it begins at birth. It ends not when one graduates from the university but at one's death. Hence, education is a life long process. Any modification brought out in the behaviour of an individual as a result of his interaction with the environment constitutes learning.



### ACADEMIC ACHIEVEMENT

Achievement is the end-product of all educational endeavours. The main concern of all educational efforts is to see that the learner achieves. The term academic achievement refers to the degree of success or level of attainment by pupil in the scholastic or the curricular subjects prescribed within the syllabus. In brief, academic achievement is the amount of knowledge derived from learning in the classroom. The term academic achievement is defined in different ways by different researchers. In the present context it refers to any desirable learning

that is observed among tribal students. Any new behaviour that is acquired for that matter that is learnt may come within the scope of achievement. Students' achievement means the status of learner with respect to attained skill or knowledge as compare with the other students or with schools adopted standards. The importance of academic achievement has raised several important questions among educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? Many factors affecting the academic

achievement such as students socio-economic background, intelligence, language as medium of instruction, various personality traits of students, etc. In the present study factors like study involvement, home climate of tribal families and achievement motivation of tribal students were considered.

These factors are of utmost theoretical and practical importance in developing curricula and designing educational programmes to suit the needs of the tribal students with varied background. Further, the study of these factors assumes special significance in view of their implications to tribal education with respect to curriculum planning on the part of the classroom teacher. Investigations on the correlates of achievement need to be thoroughly examined with a view to improved curricular development, efficient teaching and

better academic achievement among tribal children.

### STUDY INVOLVEMENT

Study involvement in view of Morse and Wingo (1970) implies keen interest in the task, working with persistence and imagination and sharing the responsibility for own learning. Yan Off (1973) defined study involvement as a degree of effect or feeling of being actively involved in one's own learning process. Involvement in studies not only makes the learning as a pleasant activity but also yields enhancement in learning outcomes of higher order and develops positive attitude towards learning, and facilitates creative productivity. The purpose of this is to measure the involvement of tribal students in their academic pursuits. Study involvement in this study means the study habits or study interest of the tribal secondary school students.

### HOME CLIMATE

Home climate in the present study is operationally defined as the environment consisting of feelings, attitudes, perceptions, ideas generated by the members of the family like parents, siblings, etc. As UNESCO publication points out "... in all countries, in any case, the influence of the home climate is a considerable factor". What a child learns in the home by his parents has immediate value to the child and also he learns them quickly. The family background is found to serve an important role in the development of human abilities. Research findings have indicated that the parents of high creative subjects are more educated than the parents of low creative students (Singh, 1980). Home and family environment affects adolescents behaviour in numerous ways. Martin (1975) reported that environment of family not only makes the first physical and mental contribution to the life of the child but continual, intimate, numerous and varied associations becomes a major source of education and behaviour determination. It is argued that the need for achievement has been found to be dependent on how the child has been brought up in his home climate. Hence, the variable home climate of tribal students has been considered in the present study to study its effect on their academic achievement.

### ACHIEVEMENT MOTIVATION

According to Atkinson (1964) an achievement situation comprises of those instances where an individual "knows that his performance will be evaluated in terms of some standard of excellence and that the consequences of his actions will be either a favourable evaluation (success) or an unfavourable evaluation (failure). The students will be always under this conflict in all achievement oriented situations. The achievement motivation acts as a framework for one's performance in a given competitive world. In the words of Taylor (1975), achievement motivation is "a combination of forces which initiates, direct and sustains behaviour towards a scholarly goal". It is a force that engages students in tasks, which are challenging and hard to attain. Hence, achievement motivation is a prime factor in the achievement of higher levels of performance in the given educational activity.

### 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 boys. 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.

### **The Problem**

The present study investigates the interaction effect of study involvement, home climate, achievement motivation on academic achievement of tribal students.

### **Independent Variables :**

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

**Dependent Variable :** (i) Academic Achievement

### **OBJECTIVES**

#### **The following objectives are formulated :**

- 1.To investigate the effect of study involvement on the academic achievement of tribal students.
- 2.To investigate the effect of home climate on the academic achievement of tribal students.
- 3.To investigate the effect of achievement motivation on the academic achievement of tribal students.
- 4.To investigate the interaction effect of study involvement X home climate on the academic achievement of tribal students.
- 5.To investigate the interaction effect of study involvement X achievement motivation on the academic achievement of tribal students.
- 6.To investigate the interaction effect of home climate X achievement motivation on the academic achievement of tribal students.
- 7.To investigate the interaction effect of study involvement X home climate X achievement motivation on the academic achievement of tribal students.

### **HYPOTHESES**

#### **The following hypotheses are formulated :**

- 1.Effects of high and low study involvement of tribal students differ significantly in terms of their influence on academic achievement.
- 2.Effects of high and low home climate of tribal students differ significantly in terms of their influence on academic achievement.
- 3.Effects of high and low achievement motivation of tribal students differ significantly in terms of their influence on academic achievement.
- 4.Interaction effects of study involvement and home climate of tribal students differ significantly in terms of their influence on academic achievement.
- 5.Interaction effects of study involvement and achievement motivation of tribal students differ significantly in terms of their influence on academic achievement.
- 6.Interaction effects of home climate and achievement motivation of tribal students differ significantly in terms of their influence on academic achievement.
- 7.Interaction effects of study involvement, home climate and achievement motivation of tribal students differ significantly in terms of their influence on academic achievement.

### Method of Research

The purpose was to study the effectiveness of study involvement, home climate and achievement motivation on academic achievement of tribal students, therefore a descriptive survey method was adopted.

### Sample

A sample of 600 tribal students was chosen from Government and Private schools using random sampling technique. 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) :** The scale is constructed by Murray (1938). The final draft of the (SII) has 40 items in a Likert type format with three points, namely, 'Yes', 'Undecided' and 'No'. All statements are scored as 2, 1, or 0. Item Nos. 13 and 37 are scored in a reversed order. The test-retest reliability of the inventory is 0.87 (n=150) and the split-half reliability is 0.70 (n=150). Inventory has a high content and construct validity.

**ii. Home Climate Descriptions Questionnaire (HCDQ) :** The questionnaire is constructed by the researcher. The final draft scale has 41 items. All the items are scored continuously on a 5-point scale with weights 1 to 5. This highest score is 205 and the lowest is 41. Reliability co-efficient established by split-half method was 0.79 and intrinsic validity was 0.89. Thus the tools was found to be reliable and valid.

**iii. Achievement Motivation Constructed and standardized by Dr. T. R. Sharma in Hindi.** Investigator translated in to Kannada. The test contains 38 items in all with Yes or No responses. The scores of range form 0-38. Students scores 34 and above are high motivated ; scored 26 to 33 averaged motivated and below 25 scored low motivated.

### 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. The investigator collected the response sheets personally after the completion of students response.

### Statistical Technique

In pursuance of the Objectives – 1 to 7, the 3-way Analysis of Variance (ANOVA) technique was used. This provided an indication regarding the main effects and interaction effects of selected independent variables on dependent variable.

## Analysis and Interpretation

**Table - 1 : Summary Table of ANOVA**

Sources of Variation	df	Sum of Squares	Mean of Sum of Squares	F - Ratios	p - Value	Significance
<b>Main Effects</b>						
Study Involvement (A)	1	3907.39	3907.39	3.9608	<0.05	Yes
Home Climate (B)	1	50126.38	50126.38	33.6212	<0.01	Yes
Achievement Motivation (C)	1	91690.58	91690.58	61.4996	<0.01	Yes
<b>2-way Interactions</b>						
SI x HC (A x B)	1	5164.26	5164.26	5.1102	<0.05	Yes
SI x AM (A x C)	1	7125.70	7125.70	6.0052	<0.05	Yes
HC x AM (B x C)	1	20676.25	20676.25	13.8682	<0.01	Yes
<b>3-way Interactions</b>						
SI x HC x AM (A x B x C)	1	6318.69	6318.69	4.2381	<0.05	Yes

## INTERPRETATION

Significance of obtained FA, FB, FC, and FAB, FAC, FBC, and FABC, ratios are determined by referring to Table – F (Garrett) with df 1 (numerator) and 599 (denominator). The corresponding tabled F-ratio for all these factors is 3.89 at 0.05 level and 6.76 at 0.01 level.

1. The obtained F-ratio in respect of the Factor – A is 3.9608 and the corresponding tabled F-ratio is 3.89. Since the obtained F-ratio is greater than the tabled F-ratio at 0.05 level, the difference is significant. Therefore, the hypothesis is accepted.
2. The obtained F-ratio in respect of the Factor – B is 33.6212 and the corresponding tabled F-ratio is 6.76. Since the obtained F-ratio is greater than the tabled F-ratio at 0.05 level, the difference is significant. Therefore, the hypothesis is accepted.
3. The obtained F-ratio in respect of the Factor – C is 61.4996 and the corresponding tabled F-ratio is 6.76. Since the obtained F-ratio is greater than the tabled F-ratio at 0.05 level, the difference is significant. Therefore, the hypothesis is accepted.
4. The obtained F-ratio in respect of the Factor – AB is 5.1102 and the corresponding tabled F-ratio is 3.89. Since the obtained F-ratio is greater than the tabled F-ratio at 0.05 level, the difference is significant. Therefore, the hypothesis is accepted.
5. The obtained F-ratio in respect of the Factor – AC is 6.0052 and the corresponding tabled F-ratio is 3.89. Since the obtained F-ratio is greater than the tabled F-ratio at 0.05 level, the difference is significant. Therefore, the hypothesis is accepted.
6. The obtained F-ratio in respect of the Factor – BC is 13.8682 and the corresponding tabled F-ratio is 6.76. Since the obtained F-ratio is greater than the tabled F-ratio at 0.05 level, the difference is significant. Therefore, the hypothesis is accepted.
7. The obtained F-ratio in respect of the Factor – ABC is 4.2381 and the corresponding tabled F-ratio is 3.89. Since the obtained F-ratio is greater than the tabled F-ratio at 0.05 level, the difference is significant. Therefore, the hypothesis is accepted.

## CONCLUSIONS

1. There is a significant difference between the effects of low and high study involvement of secondary school

tribal students in terms of their influence on academic achievement.

2. There is a significant difference between the effects of happy and unhappy home climate of secondary school tribal students in terms of their influence on academic achievement.

3. There is a significant difference between the effects of low and high achievement motivation of secondary school tribal students in terms of their influence on academic achievement.

4. There is a significant difference between the interaction effects of both the variables study involvement and home climate of secondary school tribal students in terms of their influence on academic achievement.

5. There is a significant difference between the interaction effects of both the variables study involvement and achievement motivation of secondary school tribal students in terms of their influence on academic achievement.

6. There is a significant difference between the interaction effects of both the variables home climate and achievement motivation of secondary school tribal students in terms of their influence on academic achievement.

7. There is a significant difference between the interaction effects of study involvement, home climate and achievement motivation of secondary school tribal students in terms of their influence on academic achievement.

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