EFFECT OF MOTIVATION, FAMILY ENVIRONMENT, AND CHARACTERISTICS OF STUDENT ON THE ACADEMIC ACHIEVEMENT AT SECONDARY SCHOOL LEVEL IN DISTRICT D.I. KHAN

BY

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ABSTRACT
The study was conducted on 350 high school students (175 male and 175 female) from District D.I. Khan. A Likert-type instrument that consisted of three scales was used to measure student’s level of motivation, parental influence and student’s characteristics, and the data were collected with the help of 35 items questionnaire. The data were analyzed using simple correlations among these variables. Correlation between each of motivation family environment, student characteristics and academic achievement were small and practically not significant. High correlation value was observed between motivation and student characteristics. Research in this area should increase the awareness to concentrate on student motivation in an effort to increase effective school functioning in the later years and eventually our educational stature.

KEYWORDS: Secondary School Education, academic achievements, motivation, D.I. Khan

INTRODUCTION
The family environments have strong effect on academic achievement of the student’s characteristics on the academic achievement of students at secondary school level in District D.I. Khan. The family environments have strong effect on academic achievement of the students and help shape their further improvement. In this research work, researchers have tried to know the academic achievement of the students of secondary school in D.I. Khan. There are examples that many leaders of the world have also been from the families having low socio economic status. Most of the political leaders of Pakistan are the best example in this regard.

Intelligence is not the only determinate the academic achievement, high motivation and engagement in learning have consistently been linked to reduced drop out rate and increased level of student success. Development of academic intrinsic motivation because of its inherent is important for future motivation as well as for student’s effective school functioning.

Stipek & Ryan (1997) have reported that the motivation in young children have found that it is a week predictor of achievement. The family is a primary social system for children.

Rollins and Thomas (1979) found that high parental control was associated with high achievement. Cassidy and Lynn (1991) explored how family environment impacts motivation and achievement, they opined that motivation served as medicating variable between home background, personal characteristics and educational attainment.
WEAC (2005) demonstrated that high achieving students are likely to have the following characteristics: Positive feelings about their school experiences, attribute their success in high school to such things as hard work, self discipline, organization, ability and high motivation, tend to watch relatively little television during the school week, tend to associate with students who also were successful in school and avid readers. Academic achievement is accomplished by the actual exclusion of class work in the school setting. It is a typically assessed by the use of teacher ratings, tests and exams.

According to Gold Berg (1994) children with intrinsic motivation in academic would have higher self-perceptions of competence in academics and that children who are extrinsically motivated would have low perceived academic competences. Eccles, et al. (1998) reported that student’s motivation for learning is generally regarded as one of the most critical determinants, if not the premier determinate of the success and quality of any learning outcome. Mitchell (1992) opined that the motivation in elementary school students is significant and important because academic intrinsic motivation in the elementary year may have profound for initial and future success. Students who are more intrinsically than extrinsically motivated pared better and students who are not motivated to engage in learning are unlikely to succeed.

Howse (1999) demonstrated that academic achievement is accomplished by the actual execution of class work, in the school setting. It is typically assessed by the use of teacher ratings tests, and exams. Research shows that student’s perceptions of academic competency decline as they advance in school, this decline to various factors, including greater competition, less teacher attention to individual student progress, and stresses associated with school enthusiasm. These teachers introduced topics in an interesting and challenging way used varied teaching strategies and promoted student involvement by allowing participation in the selection of learning activities. Gottfried (1990) found positive correlation between motivation and achievement. Specifically young student with higher academic intrinsic motivation had significantly higher achievement and intellectual performance. Some studies have little or no significant relationship between motivation and academic achievement. According to Hammer (2003) the home environment is as important as what goes on in the school, important factors include parental involvement in their children education, how much parents read to young children, how much children are allowed to watch television and how often students change school achievement gab is not only about what goes on once student get in to the classroom, it also about what happens to them before and after school parent and teacher have crucial role to play to make sure that every child become a higher achiever parental influence has been identified ads an important factor effecting student achievement.

Phillips (1998) also found that parental education and social economic status have an impact on student achievement. Student with parents who were both college-educated tended to achieve at the highest-level income and family size were mostly related to achievement. Neibuhr (1995) suggested that he element of both school climate and family environment have a stronger direct on academic achievemen higher achieving students plan to continue their education after graduation from high school, participate extensively in extra curricular activities have a few absences each school year, more likely book out of the school or public library on a regular basis, have positive attitude toward school.

Objectives of Study
- To find the academic achievement of the students.
- To collect information about student family.
- To know the effect of motivation on the academic achievement of students.
- To find out the effects of motivation, family environment and student characteristics on student academic achievement.

Significance of Study
This study was of great significance as it focuses on the effect of motivation, family environment and student characteristics on the academic achievement of 10th class student in District D.I. Khan the result of the study would be useful due to the fact that:
• The researcher was more interested in the problems to satisfy curiosity about the matter.
• The study provides information about effect of motivation, family environment and student characteristics on academic achievement of students.
• This study is significance for the parents of the student who are also associated with their children.
• This study may be a milestone for the future researcher, who may be interested in this field. Research in this area should increase the awareness to concentrate on student’s motivation in an effort to increase effective school functioning in the later years.

HYPOTHESES
• Ho: There is no significant relationship between motivation and academic achievement of students.
• Ho: There is no significant relationship between family environment and academic achievement of students.
• Ho: There is no significant relationship between student characteristics and academic achievement of students.

PROCEDURE
Sample
Eight schools were selected randomly to participate in this study and are considered as the sample of the study. The study was conducted in D.I. Khan District. There are 25 high schools in D.I. Khan District, (12 for males and 13 for females). Eight schools were selected randomly (four males and four females) to participate in this study. A total of 350 students (175 males and 175 females) with average age of 16.3 years responded to the items of the instrument. Reliability of each part of the instrument was assessed through calculating both the internal and the split-half reliability. Relation between motivation, family environment, study characteristics and academic achievement were assessed by calculating simple correlation among these variables.

Statistical Analysis
In order to measure the significant effect of motivation, family environment, and student’s characteristics on academic achievement of students, simple correlation was used. At $\alpha = 0.05$ and 0.01.

Appendix Survey
1. Motivation
   i. I like hard work because it is a challenge.
   ii. I work on problems to learn how to solve them.
   iii. I like difficult problems because I enjoy trying to figure them out.
   iv. When I make a mistake I would figures out the right answer by myself.
   v. I know whether or not I am doing well in school without grades.
   vi. I would rather just learn what I have to in a school.
   vii. I like to learn things on my own that interest me.
   viii. I like to go on to new work that’s at a more difficult level.
   ix. I ask question in a class because I want o learn new things.
   x. I think I should have a say in what work I do in a school.

2. Family Environment
   i. Parents insist on homework and help me with it.
   ii. Parents proud of good grades.
   iii. Parents find time to talk.
   iv. Parents expect college degree.
   v. Parents reward good grades.
   vi. Parents too busy to spend time with me.
   vii. Parents understand my feeling.
   viii. Parents question my performance in school.
   ix. Parents enjoy doing things with me.
   x. Parents confident in my ability.
3. **Student Characteristics**

   i. I can finish assignments by deadlines.
   
   ii. I can prepare for courses when there are other interesting things to do.
   
   iii. I can concentrate on school subject.
   
   iv. I use appropriate resource to get information for class assignments.
   
   v. I can plan and organize my class work.
   
   vi. I motivate myself to do assignment.
   
   vii. I can prioritize my time to complete my work for my classes.
   
   viii. I reread the textbook when preparing for test.
   
   ix. I plan what I am doing to do before beginning a class project.
   
   x. I can summarize course content in my own words.
   
   xi. I reread my summaries of course material when preparing for test.
   
   xii. I reread the notes I took in a class when preparing for a test.
   
   xiii. I arrange a place to study without distraction.
   
   xiv. I fail to isolate my self from anything that distracts me.
   
   xv. I study for my course in a quiet room or area.

**RESULTS**

The internal reliability of each of the three scales in the instrument was estimated.

Table-1 shows number of items, Cronbach’s alpha and split half reliability for each scale. The information provided about the highest education of student’s parents indicates that the majority of fathers 65.5% and majority of mothers 36.2% have at least university degree. As expected fathers have higher education than mothers. The least percentage in both genders was in the college category.

Table-2 shows that parents can play an important role in strengthening their children’s education. Parent education and encouragement are strongly related to improve student achievement, whereas, Table-3 shows that students mean level of motivation was less than the mean of the other two scales, parental influence and student characteristics. Table-4 shows the relationship among motivation, family environment, student characteristics, and academic achievement was assessed by simple correlation among these variables.

In this study the correlation between achievement and motivation was very small i.e (.08). Although the correlation between achievement and family environment is (.17) and between achievement and student characteristics is (.18), yet it was statistically significant. These values were still practically small. Motivation and family environment were not highly correlated (.20). Remarkably high correlation value (.35) was observed between family environment and student characteristics.

**Recommendations**

- Study indicates that parents can play an important in strengthening their children education.
- School must give the child a major part in the formation and modification of the concepts that he holds by providing experience and proper guidance.
- Teachers are requested to motivate the students in a positive way.
- Similar studies may be replicated in other districts to find cross-cultural results.
- The sample size is less to generalize the findings. It should be enlarged to find more reliable results.
- The teachers keeping in view the demand of individual difference, individual attention may be given to every student by organizing counseling and guidance service within school system.
Table 1: Internal reliability of the three scales used in the instrument

<table>
<thead>
<tr>
<th>Scales</th>
<th>Number of Items</th>
<th>Internal Reliability (Alpha)</th>
<th>Reliability</th>
<th>Split-half reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>10</td>
<td>.56</td>
<td></td>
<td>.43</td>
</tr>
<tr>
<td>Parental influences</td>
<td>10</td>
<td>.89</td>
<td></td>
<td>.74</td>
</tr>
<tr>
<td>Student’s characteristics</td>
<td>15</td>
<td>.77</td>
<td></td>
<td>.72</td>
</tr>
</tbody>
</table>

Table 2: Parent’s Education

<table>
<thead>
<tr>
<th>Education</th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education</td>
<td>65.5%</td>
<td>39.2%</td>
</tr>
<tr>
<td>College Education</td>
<td>3.7%</td>
<td>8.2%</td>
</tr>
<tr>
<td>High School</td>
<td>13.6%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Less than high School</td>
<td>20.3%</td>
<td>29.7%</td>
</tr>
</tbody>
</table>

Table 3: Means and standard deviations of motivations parental influence, and student’s characteristics

<table>
<thead>
<tr>
<th>Scales</th>
<th>Total</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Means</td>
<td>S.D</td>
<td>Means</td>
</tr>
<tr>
<td>Motivation</td>
<td>3.80</td>
<td>.49</td>
<td>3.92</td>
</tr>
<tr>
<td>Parental Influences</td>
<td>4.25</td>
<td>.59</td>
<td>4.27</td>
</tr>
</tbody>
</table>

Table 3 shows that students mean level of motivation, was less than the means of other two scales i.e. parental influences and students characteristics.

Table 4: Pearson product moment correlations among achievements, motivation, and family environment and students characteristics

(A) Achievement Motivation

<table>
<thead>
<tr>
<th></th>
<th>Achievement</th>
<th>Motivation</th>
<th>Family Environment</th>
<th>Students characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>1.00</td>
<td>.08</td>
<td>.17*</td>
<td>.18*</td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td>1.00</td>
<td>.20*</td>
<td>.35**</td>
</tr>
<tr>
<td>Family Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students characteristics</td>
<td></td>
<td>.18*</td>
<td>.35**</td>
<td></td>
</tr>
</tbody>
</table>

Table 4 (A) Indicates that Correlation between achievement and motivation was very small i.e. (.08). There is .17 correlations between family environment and achievement and .18 between achievements and student characteristic.

(B)

<table>
<thead>
<tr>
<th></th>
<th>Family Environment</th>
<th>Students Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Environment</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Students characteristics</td>
<td>.57**</td>
<td>1.00</td>
</tr>
</tbody>
</table>

* Means significant at 0.05, ** significant at .01.

Table 4(B) Indicates that Correlation between family environment and students characteristics is (.57) which is a high correlation.
REFERENCES


