



IMPACT OF SCHOOL ENVIRONMENT, HOME ENVIRONMENT AND MENTAL HEALTH STATUS ON ACHIEVEMENT MOTIVATION AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

A study was investigated on 600 high school students to find out the effect of school environment, home environment and mental health status on achievement motivation. School environment and home environment inventories by Manjuvani, Mental health inventory by Reddy and achievement motivation scale by Shah was used to assess the school environment, home environment, mental health and achievement motivation of the subjects. Results revealed that there is significant impact of the three variables on achievement motivation of the students.

KEYWORDS

School Environment, Home Environment, Mental Health, Achievement Motivation

INTRODUCTION

In contemporary modern society, education plays an important role in the economic and social development of the country and promotion of National integration. One of the fundamental aspects of education is importing of culture from generation to generation. The education of human beings continues throughout life. Through education, one may develop the capacity to think rationally and logically and to cope with transitions, stress, traumas, and losses that occur in all lives, in ways that allow emotional stability and growth. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children should climb the ladder of performance as high as possible. This desire for high level of achievement puts a lot of pressure on students, teachers and schools and in general on the educational system itself. One of the most important factors that lead one to their goals is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, in no matter what avenue of their life; be it - personal or professional. The drive may come from an internal or external source. The factors that motivate an individual keep changing as one climbs the ladder of age and maturity and also, achievement of one goal sets the ball rolling for another one to be achieved.

Work on achievement motive started in the late eighteenth century by Sigmund Freud and Henry A. Murray, who actually laid the foundation of achievement motive. The need for achievement motive (abbreviated as n-Ach) has been prevalent in one form or another since beginning of the present century. The tendency which is called n-Ach is deep rooted and fixed in human nature. Need for achievement (n-Ach) refers to individual's desire for significant accomplishment, mastering of skills, control or high standards. People high in need for achievement are characterized by a tendency to seek challenges, academic challenges is related with accepting difficulties and taking risks, interpersonal relations involves interaction with faculty and peers for guidance to improve, general interest include widening the mental horizon through exposure to the world of knowledge. The presence of n-Ach in a person reflects his/her wish to do well. This involves with a particular standard of excellence of performance. According to Irving Sarnoff (1989), 'Achievement motive' is the way an individual orients himself towards objects or conditions that he does not possess. If he values those objects and conditions and he feels that he ought to possess them he may be regarded as

having an achievement motive. It is conditioned by one's early training, experiences and subsequent learning. In general, children usually acquire the achievement motive from their parent's lifestyle. Studies have shown that the children whose independent training starts at an early age and who get more autonomy within a co-operative, encouraging and less authoritarian family environment usually develop an achievement oriented attitude (Saxena, 1988; Cohen, 1990; Khare, 1996; Acharya, 1999; Pandey, 2005; Usha, 2007; Sunitha and Khadi, 2009 and Hafiz Muhammad et al 2013).

Murray (1938) defined achievement motive as the desire or tendency to do things as responding as possible. According to Good (1959) Achievement Motivation as a combination of psychological forces which initiate, direct and sustain behaviour towards successful attainment of some goal which provides in sense of significance, no single measurable factor seems to account for it; measurement is in terms of constant validation of interrelated scholastic, social and individual factors. Thus on the basis of above mentioned definitions of achievement motivation; it can be summed up that the term achievement motivation has been referred to as the need for achievement, a wish to do well and used in different ways by educationists and psychologists. It refers to behavior of individual who strives to accomplish something to do best, to excel others in performance.

School environment implies a measure of the quality and quantity of the cognitive, creative and social support that has been available to the subjects during their school life in terms of teacher-pupil interaction. In general any school, any type and at any level society the following are the characteristics of school environment. They are: teacher-pupil interactions-disengagement, esprit, intimacy, product emphasis, psychophysical hindrance, alienation, control, humanized trust, friction, cliqueness, satisfaction, speed, apathy, difficulty, favoritism, formality, direction, diversity, disorganization, democracy, independence, enthusiasm, divergence, humor, teacher, talk, homework, teaching methods, learner supportive, acceptance, problem structuring, neutral, directive, reproving, disapproving or disappearing, teacher supportive, accepting feelings, praises or encourages, aspects or uses, ideas of students, lectures, direction, criticizes or justifies authority, student task response, students, student-talk initiation and silence or confusion etc. According to Misra (1986) any school include six characteristics viz., creative stimulation, cognitive encouragement, permissiveness, control, acceptance and rejection.

The school is second home to the child and it influences the personality development of the child. School is the chief continuing and supplementing institution in which children develop positive learning and good adjustment styles. The teacher, besides the parents, has the greatest responsibility and opportunity to foster adjustment styles. The school substitutes home situations and often meets emotional needs that are neglected in the home. The school should provide experiences to develop the total individual through self-realization, human relationships, stimulate learning and develop good behavioral patterns. The experiences at school and school curriculum contribute to the child's feeling of personal worth, social competence in winning acceptance from associates, physical satisfaction necessary to the wellbeing of the body, freedom to play and to accomplish tasks and to develop interests and activities providing social values. Empirical evidences showed that pupils perception or attitude towards the school climate or environment which includes physical facilities of the school, academic self-concept, academic self-efficacy, cognitive encouragement, acceptance and rejection, peer norms, creative thinking, perceived support from teachers, approval motive, verbal classroom behavior, life values, moral values, has got considerable influence over their achievement motivation (Hirunval, 1980; Dixit, 1985; Huang and Waxrnan, 1996; Diwivedi, 2005; Bhavan Patel, 2008 and Surindar Singh, 2012). If children have favorable attitude towards school related aspects like teachers, co-students, curriculum, methods of teaching, facilities available in the classroom and school as a whole; they are expected to be motivated better than those who have unfavorable attitude towards the school.

Home may be defined as a protected relationship between parents and children in an accepted social setting. It provides appropriate climate for the child to develop good ideas, habits, mode of thinking and behavior. Family provides congenial and good emotional atmosphere and economic conditions. The word 'Home' connotes warmth, safety and emotional dependence. The idea of home is of one place where the residence is shared by a group of persons. The home is the soil in which spring up those virtues of which 'sympathy' is the common characteristic. It is there that the warmest and the most intimate affection flourish. It is there that the child learns the difference between generosity and meanness, considerateness and selfishness, justice and injustice, truth and falsehood and industry and idleness. It is there that his habitual learning of the one or the other is first determined.

According to Misra (1986) home environment as measures of the quality and quantity of social, emotional and cognitive support that has been available to the child within the home. Bhatnagar and Alisha (2001) defined home environment as the basic unit of society and it is within the fabric or family that we learn the value i.e. caring for others, affections for others, spirit for service and virtue of love. These values once learnt extend beyond the family to wider community and later affect the socialistic, political, cultural, moral and spiritual life of the nation.

The above definitions clearly indicates that home is the chief instrument to provide good adjustment and contribute to the individual sound personality which includes positive motivation, good in achievement, social, emotional, cognitive, creative, moral and ethical development.

Mental health is a normal state of well-being, a positive way but a quality of life. It is a condition which is characterized of the average person who meets the demands of life on the basis of his own capacities and limitations. The term "Mental Health" connotes a quality of wholeness and soundness. Mental health is not mere absence of mental illness, but it is an active quality of individual's daily living. Mental health governs what an individual feels about others and his ability to face the realities of life. It is rooted in his ability to balance feelings, desires, ambitions, ideas and competence. The individual's condition or state of mental health continuously changes depending upon his own actions and the factors act-

ing upon him. A mentally healthy person is expected to be a well-adjusted one, living in harmony internally as well as externally. He is expected to be quite happy and at ease with everyone in all spheres of life (home, school, college, work and society). As a master of the society, he is expected to be productive and constructive. He is expected to be happy, contented, satisfied with a sense of subjective well-being, enjoying every bit of his life.

World Health Organization (WHO, 1962) defines mental health as the balanced development of the total personality which enables one to interact creatively. He lives in the world of reality rather than fantasy, and is capable of tolerating frustration. Such a person lives in a well-balanced life of work, rest and recreation.

Chaplin (1970) gives the meaning of mental health as a state of good adjustment with a subjective state of well-being, just for living and the feelings one is exercising his talents and abilities.

Wikipedia Dictionary (2010) explains the meaning of mental health as a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society and meet the ordinary demands of everyday life.

From the above definitions, one can conclude that mental health has two important aspects: It is both individual and social. The individual aspect connotes that the individual is internally adjusted. He/she is self-confident, adequate and free from internal conflicts and tensions or inconsistencies. He/she is skillful enough to be able to adapt to new situations. But he achieves this internal adjustment in a social setup. Society has certain value systems, customs and traditions by which it governs itself and promotes the general welfare of its members. It is within this social framework that the internal adjustment has to be built up. Only then, the individual becomes a person who is acceptable as a member of the society.

Over the past few decades, research findings showed that pupil's perception or attitude towards the school climate or environment and home environment and mental health has got considerable influence over their achievement motivation. (Tandon, 1978; Singhaulakh, 1979; Hirunval, 1980; Veerabhadramma, 1984; Lamborn et al 1993; Devi, 1997; Accordino et al 2000; Suman and Umopathy, 2003; Sujata, 2005; Mokashi, 2007; Bhavan Patel, 2008; Akbar and Shameer, 2009; Surindar Singh, 2012 and Siva Kumar, 2012). Keeping these in view, the present study is focused to examine the impact of school environment, home environment and mental health status of the children on their achievement motivation.

OBJECTIVES:

The following objectives were setup for the present study:

To examine the influence of school environment on achievement motivation among high school students.

To investigate the influence of home environment on achievement motivation among high school students.

To enquire the effect of mental health status on achievement motivation among high school students.

HYPOTHESES:

Based on the above objectives, the following hypotheses were formulated for the present study.

There would be significant impact of School Environment on Achievement Motivation of high school students.

There would be significant impact of Home Environment on Achievement Motivation of high school students.

There would be significant impact of Mental Health Status on

Achievement Motivation of high school students.

There would be significant interaction effect among School Environment, Home Environment and Mental Health Status on Achievement Motivation of high school students.

SAMPLE:

The sample of the present study comprised 1400 students, studying X class and the schools are located in West Godavari district of Andhra Pradesh. 1400 students are selected for the present study. Of the 1400 subjects 700 were boys and 700 were girls. From each category 350 students from government and 350 students from private schools were taken into consideration. Psychological tools namely achievement motivation, school environment, home environment and mental health status were administered to subjects and finally **600** students were selected (based on the scores obtained by the subjects, the subjects are divided into high and low groups) for the present investigation.

Table-I: Means and SDs for Achievement Motivation Scores.

Mental Health		School Environment			
		Poor		Good	
		Home Environment		Home environment	
		Poor	Good	Poor	Good
Poor	Mean	54.36	62.42	60.40	62.33
	SD	10.45	12.66	17.60	13.50
Good	Mean	62.06	67.52	61.49	70.60
	SD	10.50	11.67	16.82	10.47

Poor School Environment= 61.59
 Poor Home Environment= 59.57
 Good School Environment= 63.70
 Good Home Environment= 65.71
 Poor Mental Health = 59.88
 Good Mental Health= 65.41

Table-I shows that subjects with good school environment, good home environment and good mental health have secured high mean score {Mean of (63.70+65.71+65.41/3) **64.94**} and the subjects with poor school environment, poor home environment and poor mental health have secured low mean score {Mean of (61.59+59.57+59.88/3) **60.35**} on achievement motivation.

It would be seen from Table-II that the subjects with good school environment have good achievement motivation (M= 63.70) than the subjects with poor school environment (M= 61.59). Subjects with good home environment have good achievement motivation (M=65.71) than the subjects with poor home environment (M= 59.57). Subjects with good mental health (M=65.41) have good achievement motivation than the subjects with poor mental health (M= 59.88).

There are differences in the mean scores of the groups with regard to their achievement motivation. In order to test whether there are any significant differences between the groups; the data were further subjected to three way analysis of variance and the results are presented in Table-II.

Table-II: Summary of ANOVA for Achievement Motivation Scores.

Source of Variance	Sum of Squares	df	Mean Sum of Squares	F
School Environment (A)	669.93	1	669.93	4.50 *
Home environment (B)	4014.51	1	4014.51	26.97 **
Mental Health (C)	4603.74	1	4603.74	30.93 **
AXB	377.63	1	377.63	2.53 @
BXC	110.94	1	110.94	0.74 @
AXC	665.71	1	665.71	4.47 *
AXBXC	1747.63	1	1747.63	11.74 **
WSS	88106.43	592	148.83	-
Total	100296.50	599	-	-

** Significant at 0.01 level * Significant at 0.05 level @ Not Significant

It would be observed from table II that the obtained 'F' values for school environment, home environment and mental health status are found to be significant(F=4.50, 26.97, & 30.93> at 0.01 & 0.05 level), suggested that there is significant impact of school environment, home environment and mental health status on achievement motivation.

The obtained interaction 'F' values are not found to be significant (between school environment (A) and home environment (B), home environment (B) and mental health status (C) and the interaction between AXBXC 11.74> 0.01 level. Hence the framed hypotheses are accepted as warranted by the results. The results are corroborated with the earlier findings of Girija et al 1975; Hirunval,1980; Shukla et al 1994; Plucker,1996; Chakravarty,1998; Leslie Morrison,1999; Suman and Umopathy, 2003; Meece and Anderman,2006; Mokashi, 2007; Meena Siwach Nee Daulta, 2008 Chaturvedi,2009; Akbar and Shameer,2009; Singh, 2010 and Surindar Singh 2012 who also found that mental health influence their achievement motivation. Based on the results obtained the third hypothesis which stated that there would be significant impact of mental health status on achievement motivation of high school students is accepted as warranted by the results.

CONCLUSION:

School environment, home environment and mental health status are significantly related achievement motivation. Students with good school environment, good home environment and good mental health are better in their achievement motivation than the students with poor school environment, poor home environment and poor mental health status. There is no significant interaction effect among school environment and home environment, home environment and mental health; significant interaction are observed between school environment and mental health with regard to achievement motivation; when combined the three variables, it is found that there is significant interaction effect among them.

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