SUMMARY

INTRODUCTION

Education is a unique investment and academic achievement is a vital aspect of it because it is considered as a key to judge one’s potentialities and capacities. Hence, parents and teachers become highly disappointed when children fall behind in academic achievement. Educational opportunities, though open to all, do not seem to engage to any reasonable extent the capacities of those who seek to avail them off. An eternal question baffling parents, educators and national planners is why do students of demonstrated ability flop in their academic efforts at school examinations?

Under academic achievement is more than academic failure and constitutes a grave problem. It is because that amounts to wastage of human resources and is an irreparable loss to the society. Developing country like India, can not afford such loss. Hence, evaluation of academic achievement level is necessary so that academic avenues could be planned. The reasons for achieving low in academics may be numerous. But, achievement motivation, learning style, parental involvement, educational institutions and its organization, locality difference have major influences.

Among the factors, discussed above Achievement Motivation is one of the most researched and debated factor among educational professionals as it contributes towards the academic achievement and learning of the students. Achievement Motivation is inseparable elements of learning. ‘Motivation’, which is described as the student’s tendency to start the work, his attempt to do and complete, is a substantial factor of classroom learning and academic achievement. The achievement in all areas is obligated to the existence of Achievement Motivation in some individuals, those who proceed to do activities to pave the way for future progresses regardless of environmental problems and obstacles.

Learning Styles of learners also play an important role in their academic success. Preferred styles guide the way persons learn. ‘Learning Style’ refers to the ability of learners
to perceive and process information in learning situations. Application of Learning Styles leads to development of a diverse repertoire of professional behaviors. Teachers who understand Learning Styles intentionally use a variety of materials and methods to respond to students' diverse needs. Knowledge of Learning Styles is essential in improving instructional skills (motivation, classroom management, questioning and evaluation), curriculum development and assessment of student learning. Administrators who understand other's styles are multitude of leadership strategies. Attention to Learning Styles is necessary in order that efforts for school improvement result in success for all learners.

One of the most effective areas of increased student achievement and motivation lies not in the schools at all, but in the homes of the students. This home and parental assistance has a crucial role for the accomplishment of performance goals of students at school. Students whose parents are closely involved in their school lives and who monitor their progress, fare best in high school. Through analyzing several studies, it has found significant proof that parents and family are the leading models and motivators for secondary school students.

At the time of the appraisal of educational development, when many changes are being witnessed in organization, curricula and teaching techniques, it is pertinent to seek systematic and up to date information of the significant correlates of academic achievement. During the last couple of decades there has been an increasing interest on this issue. Achievement Motivation, Learning Style and Parental Involvement have been studied extensively. Although the significance of the above said factors on educational outcomes have been well organized, not much intervention has been made to change the educational system, incorporating the required changes. Various studies have been taken up by different researchers regarding academic achievement in general. However, a comprehensive yet concise research work focusing on the achievement motivation, learning style and parental involvement variables in academic achievement could be located only in the western literature. Hence, much work needs to be done with reference to each of the variables mentioned, in India, especially in Haryana culture. Thus, this study aims at a new perspective with an earnest attempt to satisfy the need of presenting an epidemiology of the condition and the factors related to it. The findings of the study would equip the professionals with information about the required strategies in alleviating the condition of the poor academic achievement.
THE PROBLEM

"ACHIEVEMENT MOTIVATION, LEARNING STYLE, PARENTAL INVOLVEMENT AS CORRELATES OF ACADEMIC ACHIEVEMENT OF THE SECONDARY SCHOOL STUDENTS."

OPERATIONAL DEFINITIONS OF THE KEY TERMS

The operational definitions of the important terms used in the present study are discussed and defined here with.

Achievement Motivation:

It refers to the student’s aroused desire for participation in the learning process and to perform at a high level of competence. This construct was operationalized by using an Achievement Motivation Scale constructed by Deo and Mohan (2011). The tool measured three different aspects related to achievement motivation—academic factors, general field of interest and social habits.

Learning Style:

It refers to the way one internally represents experience and recalls or process information. This construct was operationalized using a Learning Style Inventory developed by Misra (2012). This inventory attempts to measure five main learning styles namely—Enactive, Figural, Verbal, Reproducing and Constructive.

Parental Involvement:

It refers to the involvement of parents in the child’s school work at home with an aim of enhancing academic achievement. This construct was operationalized using The Parental Involvement Scale by Chauhan and Arora (2009).

Correlates:

Correlation is a numerical value of a mutual relation between two things. In present study, the word is used to mean a degree to which two or more attributes or measurements on the same group of elements show a tendency to vary together. Some correlates taken up for the investigation in this context are; Achievement Motivation, Learning Style and Parental Involvement.
**Academic Achievement:**

Academic Achievement is the score of a student scored in the board examination of that particular year of study. Here, in the present study, it refers to the total marks obtained by the students on each of the six subjects after two semesters of study in standard tenth of Haryana Board of Secondary Education.

**Secondary School Students:**

Students in the age of 14-17 years and studying in tenth standard in secondary schools of Haryana, are considered as Secondary School Students.

**VARIABLES**

- **Independent Variables**: Achievement Motivation, Learning Style and Parental Involvement

- **Dependent Variable**: Academic achievement

**OBJECTIVES**

The major objectives of the study were:

1. To determine the level of secondary school students in—
   - (a) Academic Achievement
   - (b) Achievement Motivation
   - (c) Learning Styles—Enactive, Figural, Verbal, Reproducing & Constructive
   - (d) Parental Involvement

2. To study the relationship between secondary school students in—
   - (a) Academic Achievement and Achievement Motivation
   - (b) Academic Achievement and Learning Styles
   - (c) Academic Achievement and Parental Involvement
   - (d) Achievement Motivation and Learning Styles
   - (e) Achievement Motivation and Parental Involvement
   - (f) Parental Involvement and Learning Styles
3. To study the significant difference between Male & Female secondary school students in—
   (a) Academic Achievement
   (b) Achievement Motivation
   (c) Learning Style
   (d) Parental Involvement

4. To study the significant difference between Rural & Urban secondary school students in—
   (a) Academic Achievement
   (b) Achievement Motivation
   (c) Learning Style
   (d) Parental Involvement

5. To study the significant difference between Government & Private-Aided secondary school students in—
   (a) Academic Achievement
   (b) Achievement Motivation
   (c) Learning Style
   (d) Parental Involvement

HYPOTHESES

The null hypotheses, as follows, were formulated in order to achieve above objectives of the study.

1. Secondary school students don’t possess average level with respect to—
   (a) Academic Achievement
   (b) Achievement Motivation
   (c) Learning Style
   (d) Parental Involvement
2. There exists no significant relationship between the secondary school students with respect to—
   (a) Academic Achievement & Achievement Motivation
   (b) Academic Achievement & Learning Style
   (c) Academic Achievement & Parental Involvement
   (d) Achievement Motivation & Learning Style
   (e) Achievement Motivation & Parental Involvement
   (f) Learning Style & Parental Involvement.

3. There exists no significant difference between Male & Female secondary school students in—
   (a) Academic Achievement
   (b) Achievement Motivation
   (c) Learning Style
   (d) Parental Involvement

4. There exists no significant difference between Rural & Urban secondary school students in—
   (a) Academic Achievement
   (b) Achievement Motivation
   (c) Learning Style
   (d) Parental Involvement

5. There exists no significant difference between Government & Private-Aided secondary school students in—
   (a) Academic Achievement
   (b) Achievement Motivation
   (c) Learning Style
   (d) Parental Involvement

**RESEARCH METHODOLOGY**

Descriptive survey method was adopted for this study. This research method enabled the researcher to find out the level and relationship between the variables and compared the
male and female students in both the localities (urban and rural) in Govt. and Private-Aided secondary schools of Haryana.

**SAMPLING DESIGN**

Stratified random sampling technique, after studying different techniques of sampling, was found to be the most appropriate technique. This study involved splitting of the sample into a good number of groups according to different variables. Therefore, to divide the sample into different groups and to choose students randomly from each of these groups only stratified random sampling was possible.

Regarding the size of the sample, 600 were found appropriate. This was found suitable because the study involves due intensity and detail, a sample with more than 600 students would involve a lot of resources and the more important one, less than 600 students would also bring about problems of representativeness. Hence, 600 were considered appropriate number for the sample.

Only the students studying in tenth standard in secondary schools of Haryana (Sonepat, Panipat, Karnal, Kurukshetra and Kaithal districts) were included in the sample. This decision was taken because the children’s achievement motivation and learning style get formed initially at the age of fourteen or fifteen. Parental involvement is also at its maximum level in standard tenth because their results decide their career.

A sample of 600 tenth standard secondary school students was taken. Out of the total sample, 300 boys and 300 girls were selected. Out of these 300 boys or girls, 150 students from Govt. secondary schools and 150 students from private-aided secondary schools were selected. Further, 75 students from each category were taken as urban and rural criteria.

**INSTRUMENTATION**

1. Deo & Mohan. *Achievement Motivation Scale (n-Ach, AMSn-DM)*

2. Misra. *Learning Style Inventory (LIS-MK)*

3. Chauhan & Arora. *The Parental Involvement Scale (TPIS-CA)*

4. *S.S.E. Test of Academic Achievement*

5. *Socio Demographic Data Sheet*
STATISTICAL TECHNIQUES

The data collected from the sample chosen were analyzed to test the hypotheses formulated. The following statistical techniques were employed for the analysis of the data.

1. Mean, Standard error, Median, Mode, Standard deviation, Kurtosis, Skewness, Range, Minimum and Maximum were calculated for further statistical analysis.

2. Pearson Product Moment Coefficient of Correlation was used to describe the pattern of relationship among the variables was described by using the technique of correlation coefficient.

3. t-Test was done to analyze the significance of the difference between means of two samples at a time.

4. Regression Analysis was carried out to find out the best predictors of academic achievement.

FINDINGS

1. The secondary school students possessed an above average level of Academic Achievement.

2. The secondary school students possessed an above average level of Achievement Motivation.

3. Secondary school students hold an above average level of Learning Styles. Verbal and constructive learning styles were the most preferred styles.

4. Secondary school students hold an above average level of Parental Involvement.

5. There existed an insignificant relationship between Academic Achievement and Achievement Motivation of secondary school students.

6. All the Learning Styles were correlated significantly with Academic Achievement.

7. There existed an insignificant relationship between Academic Achievement and Parental Involvement of secondary school students.

8. There existed a positive and significant relationship between Achievement Motivation and Learning Style of secondary school students.

\[ x \]
9. There existed a positive and significant relationship between Achievement Motivation and Parental Involvement of secondary school students.

10. There existed a positive and significant relationship between Learning Style and Parental Involvement of secondary school students.

11. Female students were better than their counterpart male students in their Academic Achievement.

12. Male students were more motivated for their achievement than female students.

13. Male and female students had an equal magnitude of preference for Enactive, Figural and Reproducing learning styles.

14. Male and female secondary school students enjoyed equal level of Parental Involvement.

15. There existed no significant difference between rural and urban background secondary school students in Academic Achievement.

16. Urban students were on the higher level of Achievement Motivation than the rural students.

17. Urban students had significantly higher level of preference of Learning Style than their counterparts.

18. There was no significant difference in Parental Involvement between secondary school students on the basis of rural and urban residential background.

19. Government school students possessed higher level of Academic Achievement than the Private-Aided school students.

20. Private-Aided school students were more motivated for their achievement than their counterpart in Government schools.

21. Secondary school students studying in Government and Private-Aided schools didn’t differ significantly with respect to their preference for Learning Style.

22. Private-Aided school students enjoyed more parental involvement than their counterpart in Government schools.
DISCUSSION

Academic Achievement can be considered as an outcome variable which is directly affected by Learning Style and indirectly by Achievement Motivation and Parental Involvement. The results of co-relational analysis show that overall Learning Style of the students has significant positive correlation with Academic Achievement. The different styles of learning, viz., Enactive, Figural, Verbal, Reproducing and Constructive, when taken separately, also shows significant positive correlation with Academic Achievement.

In addition to the significant positive correlation obtained with Academic Achievement (noted above), Learning Style is also correlated significantly with Achievement Motivation and Parental Involvement. Learning Style is the only variable which has a direct effect on all the three variables—Academic Achievement, Achievement Motivation and Parental Involvement. It is interesting to note that Achievement Motivation, Learning Style and Parental Involvement, all the three independent variables are significantly correlated to each other. It shows that students’ Learning Style which is directly correlated with Academic Achievement is to some extent dependent on Achievement Motivation and Parental Involvement. If Achievement Motivation and Parental Involvement increased to some extent Learning Style would also improved and automatically Academic Achievement of students would increased.

Positive correlation between Achievement Motivation and Parental Involvement shows that Achievement Motivation of students is affected by Parental Involvement. In the same way, Parental Involvement is also affected by student’s Achievement Motivation and Learning Style preferences. But as expected, neither Achievement Motivation nor Parental Involvement is correlated directly and significantly with Academic Achievement like Learning Style.

Analysis of the mean scores obtained by male and female students shows that there exists gender difference only in Academic Achievement, Verbal and Constructive Learning Style preferences. Female students are better than their counterpart male students in their academic achievement and Verbal and Constructive Learning Style Preferences.

A comparative analysis of the students belonging to Government and Private-Aided schools revealed that children from Government schools scored significantly higher in Academic Achievement than Private-Aided but the group was not significant in Learning Style. Whereas Private-Aided school students enjoy more Parental Involvement and Achievement Motivation than their counterpart in Government schools.

[ xii ]
Students living in urban areas score significantly higher than those living in rural areas in Achievement Motivation and all of the Learning Styles.

IMPLICATIONS

Association among various variables, viz., Achievement Motivation, Learning Style and Parental with Academic Achievement, has revealed that all these variables are equally important in influencing Academic Achievement of a student.

Therefore, it is recommended that teachers, educators and policy makers should take steps to enhance and extend parent involvement.

‘Further it is also observed that Parental Involvement in association with Achievement Motivation influence Learning Style of the students this would also improve their academic performance of the students.

Other finding of the study is that Learning Style is the only variable that has direct impact on Achievement Motivation, Parental Involvement and Academic Achievement. Therefore, it is proposed that by the pre-knowledge of preferred learning style, students may improve their academic achievements and strengthen the weak areas of study. Preferred learning styles observation tests, interviews and questionnaires may be administered to students. This may be determined by would empower the teachers in improving academic performance of students.

Infact Learning Style is a non cognitive trait and hence amenable to modification through training. One may attempt to improve the Learning Style of students in order to bring positive results in Academic Achievement. It is interesting to note that the most potent variables for this purpose are found to be Parental Involvement and Achievement Motivation. This finding implies that parents and educators can improve the learning style of students through appropriate manipulation of their involvement and environment at home and school.

The indirect impact of Parental Involvement and Achievement Motivation implies that the type of involvement and motivation of parents and educators have some relevance in academic achievement of the students. So, it is suggested that male and female students may require similar type of motivation, teaching-learning strategies and involvement of parents and teachers. Govt. Schools demand more attention of teachers and parents to improve teaching learning strategies. The causes for low Academic Achievement of Private-Aided Schools
may be examined by further parallel study. Importance of awareness to different LS for rural students may be incorporated.

School administrators and Governmental authorities may be approached for implementation of the recommendations as pilot studies. If results of those studies are favorable, further implementation be taken up in the administrative and academic set up of the schools.

TENABILITY OF HYPOTHESES

On the basis of the results, the hypotheses formulated for the study reexamined to evaluate their tenability. The conclusions arrived at in this regard are presented in summary form in the following table—

**TABLE—Hypotheses Formulated for the Study and their Tenability**

<table>
<thead>
<tr>
<th>No.</th>
<th>Hypotheses</th>
<th>Tenability</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Secondary school students don’t possess average level with respect to—</td>
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<tr>
<td></td>
<td>(a) Academic Achievement</td>
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<td></td>
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<td></td>
<td>(c) Learning Style</td>
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<td></td>
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<tr>
<td>2.</td>
<td>There exists no significant relationship between the secondary school students with respect to—</td>
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<td>(a) Academic achievement &amp; Achievement motivation</td>
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<tr>
<td></td>
<td>(b) Academic achievement &amp; Learning style</td>
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<td></td>
<td>(c) Academic achievement &amp; Parental involvement</td>
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<td></td>
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<td></td>
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</table>

**LIMITATIONS**

Limitations of the present study restrict scope and generalizability of the findings and some such limitations are listed below:

1. **Limitations related to controllable variables**: limited time and resources available for the study; small sample size as compared to large number of the variables and the multivariate techniques of data analysis employed.
Larger sample size would have increased generalizability of the results.

(ii) Limitations related to uncontrollable variables: limited information regarding variables like achievement motivation, learning styles, parental involvement this is because students were the only source for data. The reliability of cross checking of the data was also limited.

Data collection from multiple sources could prove better results.

(iii) Limitations related to confounding variables: mood, anxiety, awareness, situation and environment at the time of data collection had also played a vital role to limit general application of the findings.

SCOPE

The study was carried out to find out the relationship of achievement motivation, learning style, parental involvement and academic achievement of secondary school students. Information gathered during analysis of data and findings suggest further scope of research work in this direction as follows:

(i) Secondary school education forms the basis of the life career ahead. For overall success, except academic development personality development also has equal share. Therefore, effect of academic development along with its correlates on personality development may also be investigated.

(ii) A further study by incorporating additional variables related with school and home environment may also be taken up so that a more comprehensive effect on academic achievement could be investigated.

(iii) Similar studies on primary as well as higher secondary schools may be conducted so that academic achievement at such stage could be improved.

(iv) A similar study may be carried out for extensive areas so that findings could be applied in more general way.

(v) This study covers only students’ perception whereas parent’s perception doesn’t involve anywhere. Therefore, keeping the same pattern some questionnaire and interview may be administered for parents also.
(vi) It has been felt that most of the studies in general have been conducted by considering more active role of mothers than fathers. Therefore, there is an urgent need to investigate the correlation between these variable with an active role of father.

(vii) For more practical application of such studies it is recommended that a longitudinal study can be carried out in which training exercises can be given to students with low levels of motivation, measures aimed at knowledge of the learning styles and remedial lessons for those who are cognitively low. This can help students to set up realistic goals which match their abilities. The longitudinal study may helpful in bringing out the efficacy of such interventions in improving the academic output of the learners.

(viii) It is also suggested that similar studies may also be extended in different states Education boards, CBSE & ICSE boards so that findings on comparative base could be obtained.

(ix) Environmental and psychological factors in association on the inculcation and development of achievement motivation and parental involvement will also prove fruitful in leading further course of secondary level education.