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CHAPTER - III
THE PROBLEM

3.0 INTRODUCTION:

Even though many researches in the areas of academic achievement and its correlates is done, the findings are far from conclusion. A clear picture of potential correlates of academic achievement has not emerged from the studies conducted so far. Not withstanding the studies referred to, and several more, study of correlates of academic achievement has not emerged from the studies conducted so far. Also study of correlates of academic achievement is such a vast and multi-dimensional field that it admits further fresh work as well as classification of previous studies. It is hoped that research on the correlates of academic achievement may reveal a definite set of correlates which may be significant for aiming at achieving academic excellence to its maximum. If some small number of parameters can be isolated, and defined in behavioural terms it might help teachers to mobilize academic achievement of students to a maximum.

The present study therefore attempts to investigate the relationship between psychological factors and home climate affecting academic achievement of 7th standard children studying in Davangere District.

3.1 GENERAL STATEMENT OF THE PROBLEM:

The problem of the present study is stated as follows – “A study on the relationship between some psychological factors and home climate on academic achievement of children studying in 7th standard of Davangere District”.
The present study was undertaken with a view to investigate the relationship between Psychological factors like self-concept, study habit, achievement motivation and home climate on academic achievement of 7th standard children studying in Davangere District.

3.2. ASSUMPTIONS OF THE STUDY:

The present study was based on the following assumptions, based on the writings of various experts and also the review of related literature.

1. Academic achievement of 7th standard children can be obtained from his/her school records.

2. Academic achievement of 7th standard children can be described in terms of operational criterion based on different school subjects.

3. Predictor factors such as self-concept, study habit, achievement motivation and home climate influence academic achievement.

4. The academic achievement of 7th standard children depends upon the different dimensions of the predictors.

5. Reliable estimates of the predictor factors may be obtained through suitable devices.

3.3. VARIABLES OF THE STUDY

3.3.1. Variables: Variable is one, which undergo changes. Variable is that factor which is measured observed and manipulated by research investigator for the purpose of conducting research.
Variables can be categorized into 5 types. They are –

1. Independent variable
2. Dependent variable
3. Moderator variable
4. Intervening variable
5. Control variable.

**Independent variable**: It can be defined as that variable which is selected by the researcher for the purpose of manipulation in order to study its effect on the other variables. It is also called as “stimulus variable” or “input variable” or “predictor variable”.

**Independent variables of the present study** : (Predictor variable)

1. Self-concept
2. Study habit
3. Achievement motivation

Home climate can be classified into encouraging home climate, moderate home climate and discouraging home climate.

**Self-concept**:

Self concept was considered as an independent variable in the present study on the ground that 7\textsuperscript{th} standard children with positive self-concept will try hard to achieve successfully the academic level and those with negative self-concept will avoid responsibilities with the result that their academic pursuits will be at a lower ebb.
Study habits:

Study habit was considered as an independent variable in the present study on the ground that 7th standard children who are good at study habits, other things being equal, will achieve academically high than those who have not developed effective study habits.

Achievement motivation:

Achievement motivation was considered as an independent variable in the present study on the ground that 7th standard children’s academic achievement is based on their level of achievement motivation.

Home climate:

Home climate is one of the important social variable which is highly related with the academic performance of the children. The conditions prevailing in home leads to increase, or decrease in the academic performance of the children. The home climate can be classified into encouraging, moderate and discouraging home climates on the fact that encouraging home climate facilitates children’s academic performance, whereas the discouraging home climate hinders the children’s academic performance. Moderate home climate is one which is neither encourages nor discourages the academic performance of the children.

Dependent variable: (criterion variable)

It is that variable which undergoes change due to the impact of independent variable. It is also called as “response variable”, or “output variable” or “criterion variable".
Academic achievement of the pupils is contingent upon so many factors. Major ones are self-concept, study habit, achievement motivation, home climate and others. It is felt that academic achievement of 7th standard children is determined by the interaction of these factors. Hence academic achievement was considered as the dependent variable (criterion variable) of the present study.

3.4. OBJECTIVES OF THE STUDY:

The present study was designed with the following general objectives in view:

1) To construct and validate an ‘achievement motivation test’ for 7th standard children.

2) To construct and validate an ‘study habit inventory’ for 7th standard children of Davangere District.

3) To study the ‘self concept’ of 7th standard children of Davangere District.

4) To study the ‘study habits’ of 7th standard children of Davangere district.

5) To study the ‘achievement motivation’ of 7th standard children of Davangere District.

6) To study ‘home climate’ of 7th standard children of Davangere District.

7) To find out the relationship between self-concept and academic achievement of 7th standard children of Davangere district.

8) To find out the relationship between study habits and academic achievement of 7th standard children of Davangere District.
9) To find out the relationship between achievement motivation and academic achievement of 7th standard children of Davangere District.

10) To find out the relationship between home climate and academic achievement of 7th standard children of Davangere District.

11) To find out the relationship between home climate and self-concept of 7th standard children of Davangere District.

12) To find out the relationship between home climate and study habits of 7th standard children of Davangere District.

13) To find out the relationship between home climate and achievement motivation of 7th standard children of Davangere District.

14) To find out the relationship between self-concept and study habit of 7th standard children of Davangere District.

15) To find out the relationship between self-concept and achievement motivation of 7th standard children of Davangere District.

16) To find out the relationship between study habit and achievement motivation of 7th standard children of Davangere District.

17) To study the relationship between self concept and control dimension of home climate of 7th standard children of Davangere District.

18) To study the relationship between self concept and protectiveness dimension of home climate of 7th standard children of Davangere District.
19) To study the relationship between self concept and punishment dimension of home climate of 7\textsuperscript{th} standard children of Davangere District.

20) To study the relationship between self concept and conformity dimension of home climate of 7\textsuperscript{th} standard children of Davangere District.

21) To study the relationship between self concept and social isolation dimension of home climate of 7\textsuperscript{th} standard children of Davangere District.

22) To study the relationship between self concept and reward dimension of home climate of 7\textsuperscript{th} standard children of Davangere District.

23) To study the relationship between self concept and deprivation of privileges dimension of home climate of 7\textsuperscript{th} standard children of Davangere District.

24) To study the relationship between self concept and nurturance dimension of home climate of 7\textsuperscript{th} standard children of Davangere District.

25) To study the relationship between self concept and rejection dimension of home climate of 7\textsuperscript{th} standard children of Davangere District.

26) To study the relationship between self concept and permissiveness dimension of home climate of 7\textsuperscript{th} standard children of Davangere District.
27) To study the relationship between study habits and control dimension of home climate of 7th standard studying in Davangere District.

28) To study the relationship between study habits and protectiveness dimension of home climate of 7th standard studying in Davangere District.

29) To study the relationship between study habits and punishment dimension of home climate of 7th standard studying in Davangere District.

30) To study the relationship between study habits and conformity dimension of home climate of 7th standard studying in Davangere District.

31) To study the relationship between study habits and social isolation dimension of home climate of 7th standard studying in Davangere District.

32) To study the relationship between study habits and reward dimension of home climate of 7th standard studying in Davangere District.

33) To study the relationship between study habits and deprivation of privileges dimension of home climate of 7th standard studying in Davangere District.

34) To study the relationship between study habits and nurturance dimension of home climate of 7th standard studying in Davangere District.
35) To study the relationship between study habits and rejection dimension of home climate of 7th standard studying in Davangere District.

36) To study the relationship between study habits and permissiveness dimension of home climate of 7th standard studying in Davangere District.

37) To study the relationship between achievement motivation and control dimension of home climate of 7th standard children studying in Davangere District.

38) To study the relationship between achievement motivation and protectiveness dimension of home climate of 7th standard children studying in Davangere District.

39) To study the relationship between achievement motivation and punishment dimension of home climate of 7th standard children studying in Davangere District.

40) To study the relationship between achievement motivation and conformity dimension of home climate of 7th standard children studying in Davangere District.

41) To study the relationship between achievement motivation and social isolation dimension of home climate of 7th standard children studying in Davangere District.

42) To study the relationship between achievement motivation and reward dimension of home climate of 7th standard children studying in Davangere District.
43) To study the relationship between achievement motivation and deprivation of privileges dimension of home climate of 7th standard children studying in Davangere District.

44) To study the relationship between achievement motivation and nurturance dimension of home climate of 7th standard children studying in Davangere District.

45) To study the relationship between achievement motivation and rejection dimension of home climate of 7th standard children studying in Davangere District.

46) To study the relationship between achievement motivation and permissiveness dimension of home climate of 7th standard children studying in Davangere District.

47) To study the relationship between academic achievement and control dimension of home climate of 7th standard children study in Davangere District.

48) To study the relationship between academic achievement and protectiveness dimension of home climate of 7th standard children study in Davangere District.

49) To study the relationship between academic achievement and punishment dimension of home climate of 7th standard children study in Davangere District.

50) To study the relationship between academic achievement and conformity dimension of home climate of 7th standard children study in Davangere District.
51) To study the relationship between academic achievement and social isolation dimension of home climate of 7th standard children study in Davangere District.

52) To study the relationship between academic achievement and reward dimension of home climate of 7th standard children study in Davangere District.

53) To study the relationship between academic achievement and deprivation of privileges dimension of home climate of 7th standard children study in Davangere District.

54) To study the relationship between academic achievement and nurturance dimension of home climate of 7th standard children study in Davangere District.

55) To study the relationship between academic achievement and rejection dimension of home climate of 7th standard children study in Davangere District.

56) To study the relationship between academic achievement and permissiveness dimension of home climate of 7th standard children study in Davangere District.

57) To study the interaction effect of home climate and self-concept on academic achievement of 7th standard children studying in Davangere District.

58) To study the interaction effect of home climate and study habits on academic achievement of 7th standard children studying in Davangere District.
59) To study the interaction effect of home climate and achievement motivation on academic achievement of 7\textsuperscript{th} standard children studying in Davangere District.

60) To compare the self-concept of 7\textsuperscript{th} standard children of Davangere District with discouraging, moderate and encouraging type of home climate.

61) To compare the study-habit of 7\textsuperscript{th} standard children of Davangere District with discouraging, moderate and encouraging type of home climate.

62) To compare the achievement motivation of 7\textsuperscript{th} standard children of Davangere District with discouraging, moderate and encouraging type of home climate.

63) To compare the academic achievement of 7\textsuperscript{th} standard children of Davangere District with discouraging, moderate and encouraging type of home climate.

64) To find out the contribution of self-concept, study habit, achievement motivation, and home climate on academic achievement of 7\textsuperscript{th} standard children studying in Davangere District.

3.5. RESEARCH HYPOTHESES:

Based on the objectives of the study the following research hypotheses were framed.

1) There is no significant relationship between self-concept and academic achievement of 7\textsuperscript{th} standard children of Davangere district.
2) There is no significant relationship between study habit and academic achievement of 7th standard children of Davangere district.

3) There is no significant relationship between achievement motivation and academic achievement of 7th standard children of Davangere district.

4) There is no significant relationship between home climate and academic achievement of 7th standard children of Davangere district.

5) There is no significant relationship between home climate and self-concept of 7th standard children of Davangere District.

6) There is no significant relationship between home climate and study habits of 7th standard children of Davangere District.

7) There is no significant relationship between home climate and achievement motivation of 7th standard children of Davangere District.

8) There is no significant relationship between self-concept and study habits of 7th standard children of Davangere District.

9) There is no significant relationship between self-concept and achievement motivation of 7th standard children of Davangere District.

10) There is no significant relationship between study habits and achievement motivation of 7th standard children of Davangere District.
11) There is no significant relationship between self-concept and control dimension of home climate of 7th standard children of Davangere district.

12) There is no significant relationship between self-concept and protectiveness dimension of home climate of 7th standard children of Davangere district.

13) There is no significant relationship between self-concept and punishment dimension of home climate of 7th standard children of Davangere district.

14) There is no significant relationship between self-concept and conformity dimension of home climate of 7th standard children of Davangere district.

15) There is no significant relationship between self-concept and social isolation dimension of home climate of 7th standard children of Davangere district.

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17) There is no significant relationship between self-concept and deprivation of privileges dimension of home climate of 7th standard children of Davangere district.

18) There is no significant relationship between self-concept and nurturance dimension of home climate of 7th standard children of Davangere district.
19) There is no significant relationship between self-concept and rejection dimension of home climate of 7th standard children of Davangere district.

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21) There is no significant relationship between study habit and control dimension of home climate of 7th standard children of Davangere District.

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27) There is no significant relationship between study habit and deprivation of privileges dimension of home climate of 7th standard children of Davangere District.

28) There is no significant relationship between study habit and nurturance dimension of home climate of 7th standard children of Davangere District.

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46) There is no significant relationship between academic achievement and reward dimension of home climate of 7th standard children of Davangere District.

47) There is no significant relationship between academic achievement and deprivation of privileges dimension of home climate of 7th standard children of Davangere District.

48) There is no significant relationship between academic achievement and nurturance dimension of home climate of 7th standard children of Davangere District.

49) There is no significant relationship between academic achievement and rejection dimension of home climate of 7th standard children of Davangere District.

50) There is no significant relationship between academic achievement and permissiveness dimension of home climate of 7th standard children of Davangere District.
51) There is no interaction effect of home climate and self-concept on academic achievement of 7th standard children studying in Davangere District.

52) There is no interaction effect of home climate and study habit on academic achievement of 7th standard children studying in Davangere District.

53) There is no interaction effect of home climate and achievement motivation on academic achievement of 7th standard children studying in Davangere District.

54) There is no significant difference in self-concept of 7th standard children of Davangere District with discouraging, moderate and encouraging home climates.

55) There is no significant difference in study habit of 7th standard children of Davangere District with discouraging, moderate and encouraging home climates.

56) There is no significant difference in achievement motivation of 7th standard children of Davangere District with discouraging, moderate and encouraging home climates.

57) There is no significant difference in academic achievement of 7th standard children of Davangere District with discouraging, moderate and encouraging home climates.

58) There is no significant difference in contribution of self-concept, study habit, achievement motivation and home climate to academic achievement of 7th standard children studying in Davangere District.
3.6. SCOPE OF THE STUDY:

The present study was confined to only 7th standard children studying in Davangere District. The present study included 3 psychologic variables i.e. self concept, study habit, achievement motivation and one sociological variable i.e. home climate and a criterion variable academic achievement.

3.7. DEFINITION OF TECHNICAL TERMS:

OPERATIONAL DEFINITIONS OF VARIABLES:

- **Self – concept**: “Self – concept” is the composite of ideas, feelings, attitudes, a person has about himself. Also the ‘self-concept’ of an individual is the extent of congruency as expressed in the form of correlation between the self concept as the individual perceives and self-concept as the would like to possess.

- **Study-habit**: ‘Study-habit’ are typical methods practiced by students to learn which involves hours of study, reading methods, habits of concentration, examination and note taking skills.

- **Achievement motivation**: Achievement motivation is a disposition to strive for excellence in situations where an individual’s performance is assessed.

- **Home climate**: It is the resulting condition within the home of social interaction amongst the various members of the family which influence the academic achievement of the children. Depending upon the parental attitudes and relationships among the members of the family, the Home – climate can be diversified into encouraging home climate, moderate home climate and discouraging home climate.
Encouraging home climate is one which is appropriate for the academic achievement of children. Moderate home climate is one which is neither encouraging nor discouraging the academic achievement of the children. Discouraging home climate is one which is not supporting for academic achievement of children.

- **Academic achievement**: Academic achievement is the “knowledge attained or skills developed in the school subjects usually designed by marks assigned by teachers”. The average marks obtained in three trimester exams is taken as academic achievement in the subjects like Kannada, English, Science, mathematics and social science.