A Study of Academic Achievement of 10+1 Students in Relation to Their Metacognition, Self-Confidence and Family Environment

ABSTRACT

The present study was aimed to study the relationship of Academic Achievement of 10+1 students of Haryana with their Metacognition, Self-Confidence and Family Environment and interactional effect of Gender, Locale and Type of School on these variables. Metacognition inventory by Govil (2003), Self-confidence inventory by Agnihotri (1987) and Family Environment scale by Bhatia and Chadha (1993) were used for undertaking the study. Academic Achievement was determined on the basis of percentage obtained by the students in X class annual examination conducted by HBSE. The sample was selected from four districts of Haryana using multi-stage and stratified random sampling technique and comprised of 800 students studying in senior secondary schools of Board of School Education Haryana. For analysis and interpretation of data descriptive and inferential statistical techniques were used.

The results of the present study shows that 10+1 students of Haryana are high in their academic achievement but average in their metacognition, self-confidence and family environment. The study revealed that metacognition, self-confidence and family environment are significantly related with the academic achievement of the students. From the factor differences among different variables it was concluded that female students perform better in their academic achievement, metacognition, and family environment, but male students are more self-confident. Rural students are better in metacognition and family environment as compared to urban counterparts but no significant differences were observed on academic achievement and self-confidence. Also, in academic achievement and self-confidence private school students surpass government school students but no significant differences were observed between government and private school students on metacognition and family environment. Female urban students studying in private schools have highest mean academic achievement and male rural students studying in government schools have the lowest mean academic achievement. No significant three-way interactional effect of gender, locale and type of school was observed with metacognition, self-confidence, family environment and dimensions of family environment.