CHAPTER – 1
INTRODUCTION

The first post independent comprehensive study on the status of education in India completed in 1966 gave a major thrust to the idea of an all round development of the child’s personality and intellect. It elaborated on the need for physical, intellectual and spiritual development of the child in equal measures. Only education can fulfill this need of all round development of the child.

As Education is the manifestation of divine perfection already existing in man. It is the complete exposition of one’s individuality and develops man in terms of multi dimensional personality. Therefore, the major aim of education is an all round development of individual’s personality. Though there are many aims of education, yet academic achievement is one of the most important goals of education in this competitive age, where quality is becoming more important than quantity. Academic achievement seems to be the ultimate goal in everyone’s mind in the present achievement oriented society. That is why; academic achievement is given a lot of weight age in admitting students for higher studies and selecting them for jobs etc.

Now everyone wants to succeed for which they become education minded in the process of educating young ones. In this process, the focus is on the measurement in school subjects as teacher grades, marks are reckoned as most valuable guide for classification and placement of students in different occupations. In other words, high achievement in academic is considered to be passport to success in life. So parents as well as teachers attach a lot of importance to achievement of the students in various school subjects.

1.1. ACADEMIC ACHIEVEMENT

Today we are living in an achievement oriented world, characterized by the mad race for achievement, wherein it is success and only success which counts. In such a competitive milieu, education is assuming an increasingly important role in society and academic achievement, though a complex phenomenon has become a crucial area and the main topic of educational research. Academic achievement is a phenomenon especially vital
for all. Every individual has become education minded in the present day changing society and world with the advancement of science, technology, education, culture and civilization. In today’s mad race of cut throat competition in education sphere, every sphere of life, everybody desires to climb the ladder of successful performance as high as possible. Accordingly parents have high expectations from their children, who remain under a lot of educational pressure/stress to aspire and achieve higher and higher. Good academic record predicts the future of child in this age of competition where the academic record is considered basis for the individual for admission to a course, for the entrance in a job, for scholarship, for further studies etc.

1.1.1. Importance of Academic Achievement

There are several grounds that justify the measurement of scholastic or academic achievement.

Its measurement is justified due to two fundamental assumptions of psychology. First, there are differences within the Individual from time to time, known as behaviour oscillations, which account for differences in the scholastic achievement of the same individual from time to time and from one educational level to another.

Secondly, individuals of the same age group, same grade and the same potential ability usually differ in Academic achievement. It is actually the competency shown by the student in the subjects which he/she has learnt in the educational institutions. Apart from this, continuous appraisal of academic achievement is now being increasingly pleaded since all education has become achievement oriented.

High achievement is considered as one of the primary goals of education which it has come to be recognized as a strong basis for ambition and progress. Achievement encompasses enhancement, self-actualization, and self-improvement and some forms of competitions. Achievement thus, means all those behavioural changes that take place in the individual as a result of learning experiences of various kinds.

It is strongly argued that ranking of students, whether in marks or grades or in some other index, is necessary for effective teaching and learning, for classification, guidance and direction of efforts and measurement of educational performance.
Symonds (1927) listed incitement to study, promotion of competition, determination of promotion, assistance in educational and vocational guidance, awarding of credits and honours among the purposes of marks. Therefore, Educationists and Psychologists have been intensively interested for the last six decades in studying the complex determinants of Academic Achievement.

Academic achievement has been considered as an important factor in life of an individual. It encourages the students to work hard and learn more. Also, it helps the teachers to know whether teaching methods are effective or not and helps them to bring improvement accordingly. Good academic achievement creates self respect, self realization and self appraisal and self confidence which lead to better adjustment in life. It also provides with courage to face the harsh realities of the world.

As a matter of fact, academic achievement holds a predominant position describing not just what an individual is capable of doing but also a potent source of impact on an all round development of the individual. It plays an important role in determining the status of an individual in the society. It is an important means of seeking admissions to various educational/professional institutions; in a way, it is a key to success in making progress from schools to colleges and colleges to universities and later to various professional courses. It also leads to more openings for better job opportunities. It is the prime and special responsibility of a school or any other educational institution established by the society to promote wholesome scholastic growth and development of a child.

With so much of importance being attached to the progress of academic achievement, it is essential to define the term ‘Academic Achievement’.

Good (1959) the term ‘Academic’ means pertaining to the fields of English, foreign language, history, economics, mathematics, science, pertaining to the liberal arts field, pertaining to the realism of ideas or obstruction.

Good (1959) defined the term ‘Achievement’ as accomplishment or proficiency of performance in a given skill or body of knowledge.
Good (1973) defined ‘Academic Achievement’ as knowledge attained or skill developed in school subjects, usually designed by test scores or by marks designated by the teacher or both.

Oxford Advanced learner’s dictionary (1997) defined ‘Achievement’ as a thing done successfully especially with effort or skill.

Craighead and Edward (2001) stated that ‘Academic Achievement’ may be defined as measure of knowledge, understanding of skills in a specified subject or a group of subjects.

Megaree (2002) stated that ‘Achievement’ tests how well students have mastered the subject matter in course of education.

In the light of above mentioned definitions we conclude that academic achievement refers to the attainment of the pupils in the various academic subjects such as Hindi, English, Punjabi, Mathematics, Science, History, Biology, Chemistry and Physics. It also refers to the attainment of pupils in skills like reading, writing and arithmetic. In other words, Academic Achievement is the outcome of general and specific learning experiences which are affected by various factors.

1.1.2. Factors Affecting Academic Achievement

The immense significance, relevance and correspondence that academic achievement bears in individual’s life, further emphasize the need to probe into this process of achievement and analyze the factors which contribute to it. During the past few decades, there have been fervent researches to probe into the variables which determine academic achievement. All these variables can be broadly classified into the following categories:

1. **Individual factors:** These factors are related to the individual himself.
   The main among these factors are:
   a) **Cognitive** like intelligence, learning ability, cognitive styles, creativity etc.
   b) **Non Cognitive** like attitude towards self and others, perceptions of school, interests, motivation, level of aspiration, study habits, personality, self esteem, attitude towards education etc.
2. **Environmental Factors:** These are related to the environment of the individual. These include socio-economic status, family traits and company i.e. value system, educational system, system of evaluation, teachers’ efficiency, training and methods of teaching, school environment and home environment, peer groups etc.

All these factors account for the academic success or failure. Achievement Motivation, Home Environment and Attitude have been explored in the present study from the above mentioned factors.

1.2. **ACHIEVEMENT MOTIVATION**

The term ‘Motivation’ is derived from the Latin word ‘Movex’ or the ‘Motum’ which means to move, motion. It is the move towards set goals; therefore, motivation is a force, which energizes the behaviour of learners. Motivation has come to be regarded as one of the major domains of psychology and education. Motivation may be regarded as something which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose.

Motivation is usually defined as an internal state that arouses deserts and maintains behaviour. Behaviour originates because of motives. These motives provide the energy for accomplishing a task. Motivation drives and directs behaviour; achievement motivation governs behaviour relevant to achievement and learning. An understanding of achievement motivation has implications for many aspects of human life, including how individuals develop new skills and how or whether they make use of existing skills.

Achievement motivation is relatively a new concept in the world of motivation. It is essentially a type of motivation that is personal in nature. The basis of achievement motivation is achievement motive i.e. a motive to achieve. Those who engage themselves in a task on account of an achievement motive are said to work under the spirit of achievement motivation. The desire of the learner to improve his achievement at school or to get a good grade or to become an engineer and so on; is known as achievement motive.

**Atkinson (1964)** defined the ‘Achievement Motivation’ for any person is the strength of tendency to approach the task, plus the strength of tendency to avoid the task.
It accounts for the determinants of the direction, magnitude and persistence of behaviour in a limited by very important domain of human activities. It applied only when an individual knew that his performance would be availed (by himself or by others) in terms of standards of excellence and that the conferences of his action would be either a favourable evolution (failure).

McClelland (1965) holds that the ‘Achievement Motivation’ is the desire to excel some standard of behaviour. It is an effect in conclusion with evaluated performance in which competition with standard of excellence is paramount.

Hawes and Hawes (1982) defined ‘Achievement Motivation’ as it is a psychological need and energetic drive, to prompt an individual to strive for and work toward mastering his or her involvement for the successful accomplishment of goal or goals accompanied by a sense of satisfaction and self-worth, also called achievement need.

Morgan et al. (2001) stated that ‘Achievement Motivation’ can be seen in many areas of human endeavours such as in the job, in school, in home making or in athletic competition.

Gredler (2001) stated that ‘Motivation’ is the most frequently used term for explaining the success or failure of any complex task. The general process or force that energizes and directs behaviour is also known as motivation. Motivation is the attribute that ‘moves’ us to do or not to do something.

Parsad & Parsad (2006) stated that ‘Motivation’ is the force born out of the urge to fulfill some need or to obtain some object. It arises out of the imagination of some object in mind and continues till the goal is achieved.

Motivation is an integral and cumulative product of the interaction among biological, learned and cognitive components of one’s personality that means knowledge and understanding of one’s own cognitive strengths which is very important in the academic field.
1.2.1. Characteristics of Persons who have high achievement motivation

(i) **Eagerness:** When children are motivated towards performing a particular activity, they show eagerness in performing it. As soon as this eagerness becomes evident, the teacher can infer that the child is prepared to learn that particular activity.

(ii) **Energy Mobilization:** As soon as the child obtains motivation, additional energy suffused in his body, and it is seen that he can continue performing that activity for hours without showing signs of exhaustion. Under conditions of energy mobilization, individuals are seen performing many deeds otherwise entirely beyond their capacity. Children, for instance, succeed in getting first divisions in examinations only after getting adequate motivation.

(iii) **Consistency:** When children are motivated for a particular activity, they apply themselves consistently to its performance. On setting before himself the goal of getting a first division, a child applies himself to his studies for the entire year.

(iv) **Achievement of goal and reduction of tension:** The behaviour manifested as a result of motivation is characterized by a sense of satisfaction on achieving the goal. If students are asked to solve mathematical problems in the class, they appear tense and anxious as long as they do not solve them. As soon as they succeed in solving problems, their anxiety disappears.

(v) **Concentration on Attention:** The motivated child focuses his entire attention upon the task to be performed. In this situation, the child makes many attempts and adopts many ways and means to achieve his goal.

1.2.2. Factors Affecting Achievement Motivation

There are so many factors that affect achievement motivation. A few of them are discussed as below:

(i) **Self-Concept:** Self concept is one of the major factors that affect achievement motivation. It is the Individual's perception of his abilities and his status and his role in the outer world. It is an important condition for learning. It has been found
that a learner who has a suitable self-concept will learn more easily in school situations than one who has an inappropriate self-concept. It is assumed that there is a casual relation between the self-concept and the rate of learning and achievement. The self-concept also refers to the ideal self too, that is, the kind of person the individual aspires to be. While it cannot be said very confidently and in a reliable manner about the exact nature of the motivational influence which an ideal self-concept exercises on a pupil's achievement, as such findings have revealed that those pupils who had shown greater discrepancy between ideal self and self-concept showed a high degree of achievement motivation.

However, the self-concept does make a difference to learning and achievement. A student, who sees himself as a manager in his father's organization a few years back, cannot be good in the learning of physics or mathematics. For enlisting achievement motivation, the teacher must know something about his pupils' ambitions and aspirations, how they perceive themselves and what they hope to become in life, as all young people wish to feel adequate, to be admired, and praised, to be considered capable and competent, to have a status in their group and to win self-esteem.

(ii) **Level of Aspiration**: Level of aspiration is another factor that affects achievement motivation. It is defined as the level of future performance on a familiar task which an individual expects to reach. The expectation is defined in terms of the level, the individual claims and performs on the task. Success means that he has surpassed the level he expects to reach, and failure is the reverse. Since success and failure are relative to the level of aspiration and are great reinforcing forces in learning and achievement. The self-concept and the level of aspiration are great motivational forces for learning and achievement. A pupil's self-concept will decide what goals suit him and how he should strive for their realization, and it will also determine his level of aspiration. The more he expects of himself, that is, the higher his level of aspiration, the more effect he will put into achieving the task. The level of aspiration and the self-image change with the degree and extent of achievement and are susceptible to change by success. Failure seems to have less effect because it spurs some people to try harder, rather
than lower the level of aspiration. In some cases, failure does lower the level of aspiration. Pupils who fail to achieve their goals; often show a tendency to lower their level of aspiration in subsequent situations. Failure generates a state of anxiety and success fills one with hope, and both have strong influence on achievement.

Level of aspiration and self-image differ from individual to individual. Some place their expectations too high, others put them low and quite a few are very realistic in their expectations. So, the relation of self-concept and level of aspiration to achievement motivation is complex. It has been concluded on the basis of many researches that there is no direct correlation between the level of aspiration and achievement motivation, but it was found that pupils who have a strong achievement motivation and were anxious about success in a stressful achievement situation have a lower level of aspiration than other pupils.

Further, it is for the teacher to devise situations in the classroom in such a manner that a high level of aspiration is set consistent with the capabilities of pupils. Young people are generally eager for self-enhancement. So, they eagerly work hard to achieve a position of respect among their classmates, and finally achievement motivation will spring from such needs and aspirations.

(iii) **Classroom Climate:** The third and very important factor affecting achievement motivation is classroom climate. Esteem of a pupil depends largely on the reactions and evaluations of the classmates or the peer group; the class is an important factor in this regard. It is a common experience that a young person is more sensitive to the opinions and demands of his classmates than those of his teachers and parents. Very often the class room climate, the norms and codes prevailing in the class determine the responses that pupils make to the teacher's solicitations and questions. They may help or obstruct learning.

Usually, the teacher dominates the class by setting tasks and the desire to excel and distinguish over ride group inhibitions, if any. This is frequently seen in almost all the schools, even where every effort is made to soften the excitement of
competition. Young students often identify themselves with one another, they love to be liked by their close friends.

In some classes, there is great cohesiveness and group tasks are set, units of work are undertaken by small groups within the class and a spirit of give-and-take prevails. But, there is a danger in such a pattern of achievement motivation. The achievements of the class remain at the mediocre level. Outstanding achievement by individual pupil is facilitated by rivalry and competition, but then if one student scores very high, it makes the rest look bad, and an element of conflict marks the atmosphere of the class. If some students always top the class in every subject and activity, it is a great damper for the rest. So, the teacher must see that a happy balance is maintained between the high and the low in the matter of attention, encouragement and stimulation. All this has to be done very carefully.

Apart from above, the classroom climate cannot remain unaffected by the general atmosphere of the school. The motto of the school, the reputation it has earned in the local community, the distinctions made in public examinations and tournaments of its former alumni and the way they are given prominence in the school, the values and ideas which the school cherishes, publicizes and expects its students to cultivate and follow, all these have a strong bearing on the achievement motivation of students and the classroom work cannot possibly remain unaffected by them. Hence, a teacher must try his/her level best to maintain an ideal and congenial environment in the class to promote students’ morale as well as their academic achievement.

1.2.3. Conditions for developing Achievement Motivation:

McClelland (1965) listed various propositions for developing achievement motivation. Some of the important conditions under which achievement motivation can best be developed areas:

(i) **Reasons for Developing Motive:** Educational attempts to develop achievement motive will best succeed when the individual has many reasons in advance to believe that he should develop a motive.
(ii) **Realistic Motive:** Achievement Motivation is likely to be developed if the individual understands that this motive is realistic and reasonable.

(iii) **Understanding of Various Aspects of Motive:** The individual is likely to develop achievement motivation when he can describe and clearly understand various aspects of the motive.

(iv) **Linking the Motive to Deeds:** Change and action will most likely occur and endure when the individual can link the motive to related actions.

(v) **Linking the Motive to Events:** Achievement motivation is likely to influence the thoughts and actions of the individual when he can link to events in his everyday life.

(vi) **Improvement in Self-Image:** Achievement motive will influence thought and action when the individual sees the motive as an important in his self-image.

(vii) **Self-Commitment to Achieve Goals:** Achievement motive is likely to influence thought and action when the individual commits himself/herself to achieve concrete goals in life related to this motive.

(viii) **Keeping Record of Progress:** Achievement motive is likely to influence thought and action when the individual keeps a record of his/her progress towards achieving goals to which he is committed.

(ix) **Honest and Warm Support:** Changes in motives are likely to occur in an atmosphere in which the person feels warmly but honestly supported and in which he/she is respected by others as a person capable of guiding and directing his/her own future behaviour.

(x) **Importance of Self-Study:** The more the setting dramatizes the importance of self-study and lifts it out of the routine of everyday life, the more changes in motives are likely to occur.

(xi) **Sign of Membership:** If the achievement is a sign of membership in a new reference group, changes in motives are likely to occur.

Teachers and parents must help the students who lack the desire to achieve, to acquire the desire or the motive.
1.2.4. Role of Teacher in Development of Achievement Motivation

The teacher acts as a manager in regard to arrangement of learning activities. The pupils have to be persuaded to put their best foot forward and apply themselves wholeheartedly to the tasks he has assigned them in such a manner that they assume responsibility for their achievement and to arouse and encourage them to continue pursuing their learning goals effectively. The teacher’s task is to clarify these goals for both pupils and their parents and then try to arouse their interest in their pursuit.

A majority of teachers motivate pupils by holding periodical tests and examinations at the end of every term. A few teachers motivate them by insisting on expectancies. As their approach is always of hope and confidence, they do succeed in motivating young children. Most of the teachers who succeed are otherwise effective and students respect their wishes.

The most effective approach in reinforcing achievement motive is to make the accomplishment tasks satisfying and pleasant. Whatever may be the difficulty, however hard may be the task, if students enjoy doing it, if their experience is interesting and they expect to succeed; they will learn and achieve.

The teachers rely mostly on praise and recognition. In addition, happy interpersonal relations between the teacher and pupils are a strong motivating force in achievement—where the teacher and pupils are happy with each other, where the teacher has a deep interest in the welfare of his students and where both have confidence in each other’s good will, affection and friendship. Undoubtedly, teacher’s cordial environment will contribute a lot in raising students’ morale and their academic achievement.

1.2.5. Role of Parents in Development of Achievement Motivation

Undoubtedly, achievement motivation is affected by parental attitudes to a very large extent. Achievement motivation tends to be very high when parents have high aspirations, when their achievements are noteworthy and they expect excellent and high achievements from their children. Usually, the classroom is surcharged with social pressures to succeed at the highest possible level, for, as success means prestige, group status, feeling of competence and adequacy; failure means shame, withdrawal, inferiority,
insecurity and anxiety. Students from middle class families are more sensitive to these pressures. Rewards and punishments, success and failures in the school acquire overwhelming importance for these students, for, the family accepts the verdict of the school and does not find fault with its values.

The school’s values are restricted to academic achievements, and if the student fails here, no matter how active and energetic, humorous and jolly, courageous and friendly, proficient in games and skillful in handling machines he may be, he is doomed till he gains independence and choose another way of life and works away from academic achievements. It has been found that children from lower classes of society have greater variation in achievement motivation depending on the particular situation in which they are placed, but the middle class children tend to show a relatively high level of achievement motivation irrespective of the situation in which they are placed. Middle class children work hard at school even when the tasks are dull, while children from the lower class have to be aroused and prodded to make them work and achieve, such findings are supported by a large section of teachers.

A fragmentary discussion about achievement motivation has come to light only, but, its field is still uncharted. Anxiety and hope as the key factors of achievement motivation are closely related to students’ attitude as well as to their parents’ attitude. Anxiety is not a pleasant state of feeling. Mental disturbances cause anxiety and the compulsive acts restore order and reduce anxiety. Anxiety affects one’s feeling process. It does work as a motive. In the learning of simple responses anxiety works effectively, but in case of complex tasks; high anxiety results in confused responses. In ordinary classroom situations, only mild anxiety functions as an achievement motive while too high anxiety leads to confused responses and too low anxiety is ignored. Hence, a teacher may produce a little anxiety among students, taking care not to increase it beyond the mild state. However, hope and confidence are more productive and act as a positive reinforcement for achievement.

1.3. HOME ENVIRONMENT

Today’s modern society expects everyone to be a high achiever. The key criterion to judge one's true potentialities and capabilities is perhaps academic achievement.
Academic achievement has become an index of a child’s future. Therefore, it is putting a great pressure on the minds of children and their parents. This academic achievement is a function of cognitive and non-cognitive aspects of personality, and is the resultant of various factors like personal, social, economic and other environmental factors. Research studies have proved that a good supportive environment at home, school and neighbourhood could enhance a child’s academic achievement.

‘Home’ is the first and the closest environment for a child to come in contact with. The Family- the fundamental unit of human society lays the background for inculcation of values and is the most significant place for the development of the child. The family is the first school of the child where the ‘humanizing’ takes place. The family acts to teach the child the culture and sub-culture. The child learns not only the overt behaviour, but he also learns the social, moral and economic values. Family is the cradle of a child in which the child is nursed and brought up.

Family being the first and major agency of socialization has great influence and bearing on the development of the child. It has been shown by various studies that most of the children who are successful, great achievers and well adjusted come from the families where sustaining wholesome relationships exist. So, it is the home which sets the pattern for the child’s attitude towards people and society, aids intellectual growth of the child and supports his aspirations and achievements.

Frank (1948) states that it is the ‘Family’ which is the essential agency for the development of the morality among children and introduces them to the culture in which they grow.

Hurlock (1968) is of the opinion that ‘Home’ is the basic unit of growth, experience and fulfillment or failure

Johnson (1973) observes that in the ‘Family’, the child acquires his initial status and his initial resources for making his contribution to society as an individual. Usually family obligations cannot be delegated to others as specialized responsibilities as they can be in the case of occupation.
Hurlock (1978) maintains that from contacts with family members, children lay foundations for interests and attitudes towards people, things and life in general. As the social horizons broaden and children come in contact with peers outside the home, these early foundations laid in the home, may be changed and modified, though they are never completely eradicated. Instead they influence their later attitudes and behaviour patterns.

Oxford advanced learner’s dictionary (1994), ‘Home’ is a place, where one lives, especially with one’s family.

Bhardwaj (2001) considers ‘Family’ as the first unit with which the child has continuous contact and it is also the most powerful medium through which the value system develops.

Berk (2003) lists the following essential services of the family:

(i) **Reproduction**: Replacing dying members.

(ii) **Economic Services**: producing and distributing goods and services.

(iii) **Social order**: Devising procedures for reducing conflict and maintaining order.

(iv) **Socialization**: Training the young to become competent, participating members of society.

(V) **Emotional Support**: Helping others surmount emotional crisis and fostering in each person a sense of commitment and purpose.

The last function clearly states that it is one objective of the family system to raise their children who are empathetic.

Family does not merely mean number of members living under one roof; rather it is the psychological bond among its members, which forms an important aspect of the family. Since family constitutes the first environment of the child, its members especially the parents and siblings are the most significant people during the early formative years. Parents influence the children by what they think, how they feel and what they do in the family. Anything parents do to a child or with a child has its aim to control the child, to modify or to maintain desired form of behaviour. Healthy parental relations in the home
are a medium for providing wholesome and adjustable personalities required for success in life.

Environment means all that is found around the individual. Consciously and unconsciously environment moulds the behaviour and the personality of the child. Generally, the main aspects of environment are:-

(i) **Physical Environment**: It includes food, athletes, temperature, climate, home and school building etc.

(ii) **Intellectual or Mental Environment**: It includes libraries, laboratories, radio, museum, intellectual tastes and interests of the parents, recreational rooms and associations.

(iii) **Social Environment**: It includes parents, members of family, relatives, playmates, friends, neighbours, teachers and the society at large.

(iv) **Emotional Environment**: It consists of emotional nature of parents, friends, relatives and teachers etc.

**Withall (1979)** is of the opinion that 'Environment' encompasses of the emotional tone which is concomitant of interpersonal interaction. It is a general factor which appears to be present in interactions occurring between individuals in the groups.

**Colinvaur (1982)** defined that 'Environment' includes the observable physical, biological, historical and social milieu and in which man lives.

In other words, the term 'Home Environment' stands for all the circumstances which assert their influence on the child since conception to death. Consciously or unconsciously the home environment moulds the behaviour, personality, attitude, level of aspiration, aptitude, social maturity, emotional maturity and self confidence of the child.

There are four aspects of home environment which are likely to overlap to a greater or lesser degree. These aspects of environment are: (i) cultural (ii) material (iii) motivational (iv) emotional

(i) **Cultural**: It includes factors as educational level of the parents, the books in the home, the leisure interests and their reading habits.
(ii) **Material**: This aspect is concerned with the income of the parents and the siblings and the general living conditions in home.

(iii) **Motivational**: This aspect is concerned with the parents’ attitude towards the child’s educational progress and the future employment.

(iv) **Emotional**: This aspect is concerned with degree of harmony in the home, emotional security of the child and the interest taken by parents in the child’s general welfare.

**Walberg and Paik (1997)** stated that ‘Home Environment’ is considerably more powerful than parents’ income and education in influencing what children learn in their first six formative years and during the later twelve of primary and secondary education. And one of the major reasons for strong parental influence upon children is that from infancy till the age of eighteen, children spend 92% of their time outside the school, that is, under the influence of their home environment.

**Adell (2002)** considered ‘family background’ the most important weighty factor in determining the academic performance attained by the student. Among family factors of great influence are social class variables and the educational and family environment.

**Marchesi and Martin (2002)** stated that upper class students show a better use of meta cognitive strategies than those of a lower social class. The influence of social class is mediated by cultural level, which in turn determines family expectations, values and attitudes regarding education. In other words, motivation to achieve depends more on the parents’ level of learning than on their level of income.

**Hammer (2003)** stated that ‘Home Environment’ is as important as what goes on in the school. Important factors include parents' involvement in their children’s Education, how much parents read to young children, how much T.V. children are allowed to watch and how often they change school.

Thus, home or family is the oldest basic and fundamental unit of human society. It plays an important role in the education of the child. Family or home environment has a considerable impact on the academic achievements of children in all subjects. Family Environment depends upon to a large extent on their style of rearing the children. Child
rearing styles are groups of parenting behaviour, occurring over a variety of situations that create a pervasive and enduring child rearing climate.

The child rearing styles are: Authoritative, Authoritarian, Permissiveness and Uninvolved.

(i) The Authoritative style, incidentally the most successful style, is high on acceptance and involvement with adaptive control. Such parents are warm, responsive, attentive, have patience and sensitive. They make responsive demands for mature behaviour and enforce these demands consistently. They emphasize communication, giving reasons for their expectations. They emphasize joint decision making in conflicting situations. They encourage the child to express his feelings, thoughts and desires. This particular style is linked to be the development of competence in many areas, and with high social and moral maturity, high self esteem and academic achievement. The encouragement of open discussions and expressions of feelings with children along with warm and responsive parenting are important factors in promoting of pro-social behaviour. (Hoffman 1963, Dunn 1987).

(ii) The Authoritarian style is low on acceptance and involvement with coercive disciplining. These parents make many demands and control the child’s behaviour through yelling, commanding and criticizing. They resort to force and punishment instead of reasoning. The child is not granted autonomy to take decisions on his/her own. Children with such parents are often anxious and unhappy. Girls appear dependent, lacking in exploration and over whelmed by challenging situations. They are also proved to hostility when frustrated among peers. Boys especially, manifest high rates of anger, aggression and defiance.

(iii) Permissive style is high on acceptance but over indulging. Such parents are warm, but inattentive. They exercise little control over the child’s behaviour and make few or no demands. They let children take their own decisions before they are cognitively capable of doing so. They neither teach the children good manners nor do they ask their children to take up any house hold chores. This absence of sharing responsibility with children has been linked to serious impulse control problems, antisocial behaviour as well as disobedience and rebellion in them.
Literature has shown that assigning of household chores is important to develop the pro-social tendencies among children. (Whiting and Whiting 1975).

(iv) Uninvolved style is low on both acceptance and uninvolvment with little control and general indifference to issues of autonomy. Such parents are emotionally detached and withdrawn. At its extreme, it may be called as form of maltreatment called neglect. Long term involvement in parenting, communication with their children are rarely the priorities of such parents, who are over burdened by other stresses of life such as poverty, material conflict etc. It is most disruptive influence on the healthy development of the child. It is linked with poor emotional self regulations, low academic achievement, self-esteem, school performance and frequent anti-social behaviour among such children.

Berk (2003). There is a difference among these styles on three dimensions namely:

(i) Acceptance of the child and involvement in his life

(ii) Control over the child to promote mature behaviour.

(iii) Granting autonomy to the child to achieve self-reliance.

1.4. ATTITUDE

The main aim of education is to modify the behaviour of the child according to the needs and expectancy of the society. The behaviour, to a great extent, depends upon one's attitude towards the things, ideas, persons, objects, subjects, and environment etc. The personality and development of the child is influenced by his attitudes. Learning of a subject and acquisition of habits, interests and other psychological dispositions are all affected by his attitudes.

Allport (1935) defined ‘Attitude’ as a mental or neural state of readiness organized through experience, exerting a directive and dynamic influence upon the individual’s response to all objects and situations with which it is related.

Allport (1967) select some representative characteristics of attitude which are listed below:

(i) It is a readiness for attention or action of a definite sort.
(ii) Attitudes are literally mental postures, guides for conduct to which each new experience is referred to before response are made.

(iii) An attitude is a complex of feelings, desires, fears, convictions, prejudices or other tendencies that have given a set of readiness to act to a person because of varied experiences.

(iv) An attitude is a mental disposition of the individual to act for or against a definite object.

(v) An attitude denotes the general set of the organism as a whole towards an object or situation which calls for adjustment.

(vi) Attitudes are modes of emotional regard for object and motor "set" or slight tentative reaction towards them.

(vii) An Attitude is more or less permanently enduring state of readiness of mental organization which predisposes an individual to react in a characteristic way to any object or situation with which it is related.

**Sheriff and Sheriff (1968) state that:**

(i) Attitudes are innate. They belong to that domain of human motivation variously studied under the labels of "social drives", "social orientation" and the like. It is assumed that the appearance of an attitude is dependent on learning.

(ii) Attitudes are not temporary states but are more or less enduring once they are formed. Of course, attitudes do change; but formed they acquire a regulatory function such that, within limits, they are not subject to change with the ups and downs of homeostatic functioning of the organism or with every first-noticeable variation in stimulus conditions.

(iii) Attitudes always imply a relationship between the person and the objects. In other words, attitudes are not self generated psychologically. They are formed or learned in relation to identifiable referents, whether these be persons, groups, institutions, objects, subjects, values, social issues or ideologies.
The relationship between person and object is not neutral but has motivational-affective properties. These properties derive from the context of highly significant social interaction in which many attitudes are formed, from the fact that the objects are not neutral for the participants and from the fact that self, as it develops, acquires positive values for the person. Therefore, the linkage between self and the social environment is seldom neutral.

The subject-object relationship is accomplished through the formation of categories both differentiating between the person’s positive or negative relation to objects in various categories. The referent of an attitude constitutes a set that may range, theoretically, from one to the large number of objects. However, in actuality the formation of a positive or negative attitude stand towards one object usually implies differential attachment to other in the same domain.

Woodworth (1994) states that an ‘Attitude’ is a set of dispositions (readiness, inclination, tendency) to act towards an object according to its characteristics as far as we are acquainted with them.

Chaudhry (1995) states that an ‘Attitude’ is a particular cognitive, emotional or behavioural reaction to an object, individual, group, situation or action.

Johns (1996) thinks that an ‘Attitude’ is a fairly stable emotional tendency to respond consistently to some specific subject, object, situation, person or category of people.

Crow and Crow (1999) describe that ‘Attitudes’ are the effective by product of an individual’s experience, have their bases in his inner urges, acquired habits, and the environmental influences by which he is surrounded.

Random House Dictionary (2009) quotes ‘Attitude’ as the manner, disposition, feeling, position etc. with regard to person or thing; tendency or orientation, especially of the mind.

Attitudes result from personal desires and group stimulation. They actually are a part of an individual’s own personality but are affected by attitudes and behaviour of the group with which he associates. Attitudes tend to spread from situational object to which they
are attached to related situations growing over wider and wider area. For example, harsh words used by the instructor in an attempt to teach a subject will lead to the disliking of the subject. Achievement of an individual in any subject depends upon his liking and disliking towards the subject.

1.4.1. Factors affecting formation of attitudes:

Environmental forces help an individual to form and develop various attitudes. An attitude at any stage is essentially a product of the interaction of one's self with one's environment. The factors influencing the formation and development of attitudes can be divided into two parts:

(i) Factors within the individual.

(ii) Factors in the individual's Environment.

(i) Factors within the individual: All individuals don't respond similarly in same situations. The effect of environmental stimuli in acquiring some predispositions is very much conditioned by the growth and development pattern of an individual child.

(a) Physical Development: In the development of an attitude, physical growth and development play a significant role. Poor physical health, low vitality and undeveloped organs play a prominent role in the formation of attitudes. Even the colour of the skin, weight of the body or biochemical changes in the body tissues and fluids, sex hormones have a vital effect on the development of attitude through its connection with social adjustment.

(b) Intellectual Development: The components of intelligence like memory, understanding, thinking and reasoning play a significant role in attitude formation as they help in gaining perceptual experience.

(c) Emotional Development: Emotional development also affects the formation of attitudes. Emotional maturity helps in social adjustment and seeking social approval. It makes an individual to develop numerous attitudes through his direct or indirect experiences.

(d) Social Development: Attitudes are rarely affairs of social interaction and group processes are the key of attitude formation at any stage of human development.
Children with healthy social adjustment easily pick up social attitudes from their respective groups.

(e) Ethical and Moral Development: Each individual develops certain ideas, values and a concept of self in which he has pride. For enhancing his feelings of social esteem one tries to develop those attitudes that suit his values and ideas.

(ii) Factors in the individual's Environment: The environmental forces, in the shape of the social groups, institutions and community cast a strong influence in shaping the beliefs and attitudes of an individual.

(a) Home and Family: Both home and family play a pertinent role in attitude formation. The healthy family environment and positive attitudes of the parents and family members inculcates desirable impact on children in picking up desirable attitudes while parental negative attitudes of hostility and rejection lead them to imbibe ascendant and aggressive attitudes. Similarly many antisocial attitudes are said to be the product of the faulty upbringing and uncongenial environment of the home or family.

(b) Social Environment: As the child grows older and develops wider social contacts, he is influenced by many social institutions and groups and as a result of it; he tries to pick up attitudes of those groups for which he has stronger allegiance or that suits much to his own nature and motives.

In school, the factors like teachers, their qualifications and their behaviour, classmates or school-mates and their behaviour, the teaching methods, curriculum, co-curricular activities, tone and discipline of the institution-all contribute towards attitude formation. The religious groups, social clubs or institution where one learns or earns has a definite set of emotional and intellectual environment and play a leading role in attitude formation.

Mass media in the form of T.V., newspapers, radio, moving pictures, propaganda literature and advertisement also play a key role in shaping and reshaping the attitudes. Heroes and Heroines of the screen and radio programs, attractive figures shown in the advertisements and slogans of a popular leader prove a potent source for the formation of
attitudes. In the present days, T.V. has the most potent influence on attitude formation. Youngsters try to copy the behaviour of the actors of small screen.

1.4.2. Importance of Attitudes: The importance of attitudes is very great. They permeate our whole life and our self-concept is essentially the sum total of attitudes by which we live. They make a great difference in almost everyone's life. They offer great possibilities for successful achievement as well as failure in life. Efficiency results when a person is impelled by his attitude to start, continue, and complete a project rather than to avoid an unpleasant task.

The attitude of an individual towards his work affects his worth in the activity. The businessman depends upon his favourable attitude of his customers towards his product and services to keep his business going. The politician must have favourable attitude towards his personality and ability and political behaviour in order to count on his re-election. The hard-working person has favourable attitude towards all those experiences and situations in which hard work is necessary. The successful teacher has favourable attitude towards his students, his friends, his subjects and his principal. The person who considers himself very clever tries to be clever in all situations.

Attitudes are powerful source of motivation and are capable of arousing and sustaining concentrated efforts. They determine our pattern of life as well as our success and happiness. Attitudes are so commonly used in daily conversation that probably all of us have a good common sense notion of the term. Attitude serves as an index of how we think and feel about people, objects, subjects and issues in our environment. In addition, they can provide clues to future behaviour, predicting how we will act when encounter the objects of our beliefs. An Attitude is a state of readiness that arises from motives. It is an enduring organization of motivational perceptual and cognitive process with respect to some aspect of the individual’s world. It is characterized as a learnt implicit response that varies in intensity and tends to guide individuals’ responses to an object. People have attitudes toward all objects and in varying intensity, which may be positive, negative or neutral. It is regarded as an organization of inter-related beliefs around a common object. Attitudes are considered as important motivators of behaviour and affect all human values.
Crow and Crow (1973) write that "His attitude towards others determines his social values. If the individual can learn to forget self and to be of service to those who need help, he has achieved personality characteristics that are essential for the gaining of appreciation from others. If he feels superior to the work that he is doing or to the people with whom he is associated, he is likely to succeed in his work in his social relationship."

1.4.3. Uses in Education

As attitudes are not permanent and might have to change with the passing of time and situation. So, permanent principles cannot be made for their use in education. However, the following factors should be kept in view for their uses in schooling.

(i) Attitude formation is conditioned by the growth and development of an individual in all the dimensions like physical, intellectual, emotional, social, and ethical. Therefore, efforts should be used to bring an all round harmonious development in the personality of the child.

(ii) Home and family establishes the formation of early attitudes. Parents and members of the family should give proper guidance for helping their children to pick up positive and socially desirable attitudes. Generally parents serve as models. They should set good examples for their children for healthy attitude formation.

(iii) Attitudes towards things are very largely conditioned by one's desire to preserve or to enhance one's feeling of self-esteem. Self-respect of the students should always be given due consideration while adopting any program at the development of attitudes.

(iv) The fundamental problem is that it is easier to develop attitudes positively than negatively. It is more effective to develop a liking for honesty or democracy rather to develop a dislike for dishonesty and autocracy.

(v) The attitudes are never taught, they are caught through direct or indirect experiences. Teacher should make use of indirect suggestions to provide experiences that will naturally tend to result in the desired attitude formation.

(vi) Social environment plays a dominant role in attitude formation. The school should create such an environment that positive and healthy attitude towards society, parents, education, personal ethics and morals are developed amongst the students.
(vii) Group-interaction plays a dominant role in attitude formation. Therefore, it should be utilized for the development of desirable attitudes. The teacher should try to develop group support for and expression of particular attitudes. Group discussions, seminars, skits, dramas, and other social or group activities, may be chosen for developing and organizing group attitudes.

(viii) Teachers also should take note that they should direct their efforts towards the attainment of reasonable goals, and should not go far away from the opinion of the students and set an example for them. For example, in order to cultivate value for smaller family size; teacher needs to cultivate such attitude amongst the students. He himself should also have a smaller family size.

(ix) The teachers should try to produce their own examples for the development of desirable attitudes.

(x) The Audio-visual aids and mass-media may be utilized for developing desirable attitudes among the pupils. The text books should be so written that they don't encourage negative or unfavourable attitudes for desirable areas, for example disliking for a particular religion, caste, creed, colour of a country, liking or temptation for undesirable areas for dishonesty, corruption, and quarrelling etc. Similarly, mass media should be properly controlled for developing desirable attitude.

(xi) A case will have to be taken that the attitude formation should remain within the desirable limits. For example, a position attitude towards smaller family should not cultivate hatred for brothers and sisters.

In this way, development of desirable attitudes or reshaping of undesirable attitudes is a gigantic task. It needs co-operation of all the forces of environment. Parents, members of the society, teachers, schools, press and T.V. and government authorities all need to join hands in this task of desirable attitude formation among the young generation. In brief, the overall environment, the cultural pattern of the community and outlook of the whole group needs modifications and change before bringing the similar change in the attitude of an individual child, adolescent or adult.
1.5. JUSTIFICATION OF THE STUDY

Achievement plays an important role in the life of the child. High academic achievement in schools builds confidence which leads to better adjustment. Academic achievement of the students can be adjudged on the basis of high proficiency in school subjects which is based on his way of expression and communication on the basis of his perception in written form. So to express his thoughts, language is the best medium.

Language is a powerful source in the mental development of a child. In fact, mental development presupposes a good command over language. Our mind develops through thinking which is impossible without language. The process of concept formation is helped by the development of language. Language is a tool of both thinking and communication. It is a tool which has to be used effectively in acquiring knowledge and mastery the facts in education. We develop the power to think and reason on a higher plane only through it. It is also the basic tool for social communication. In fact, no society is possible without language.

As the child grows, he acquires more and more mastery over the language. Mastery over a language is a sure sign of mental development of an individual. Mental development can be brought about mainly through the process of thinking. Thinking is a process dealing with ideas, thoughts and concepts. Therefore, children should be given opportunity to think and reason out.

Factors that contribute to language proficiency and achievement are motivation, language aptitude, language attitude, learning environment, styles and strategies, age and personality factors. But it is the irony of educational environment that proper opportunities are not provided to students for language development in families and institutions. That is why students are least interested in any language i.e. National, International or Regional.

Though it is compulsory for all the students to take any language as an elective subject from the beginning of schooling but their performance is very poor. So it is important to find out different causes that affect the language development of students. It is also an admitted fact that majority of students are not opting Hindi subject because they consider it difficult. It may be due to wrong methods of teaching in which stress is on rote learning without understanding. It may also be due to lack of drill in schools, lack
of competent teachers, lack of their interest in language, lack of proper opportunity, lack of motivation in school and home environment etc. There are number of other factors also which affect the performance of students in any language particularly in Hindi. Even the investigator being a student of Hindi language felt that this Language is neglected in Punjab at senior secondary level because of Punjabi and English languages. Though their conditions are not less than Hindi. So this needs a probe to see the causes of poor performance of students in language particularly in Hindi as a second language in Punjab. Hence, this study is being undertaken to find out to what extent these factors affect the language particularly Hindi as a second language.

1.6. STATEMENT OF THE PROBLEM

ACADEMIC ACHIEVEMENT IN HINDI IN RELATION TO ACHIEVEMENT MOTIVATION HOME ENVIRONMENT AND ATTITUDE TOWARDS HINDI

1.7. OPERATIONAL DEFINITIONS OF KEY TERMS

Academic Achievement

In the present study academic achievement in Hindi is operationally defined as what the students have learnt in subject Hindi during the academic year. Its measurement is the scores or marks obtained in the given test.

Achievement Motivation

Achievement motivation is operationally defined as it is considered to be the element that initiates an individual’s own involvement in learning. When an individual is strongly motivated, all his efforts are directed towards the achievement of a specific goal accompanied with a sense of satisfaction.

Home Environment

Home Environment is operationally defined as the climate prevailing in the home which helps an individual in the achievement. It includes parental guidance, parental aspirations for achievement, provision for the child’s Intellectual needs, effective reward, willingness to devote time to the child, instrumental companionship, discipline, physical punishment, deprivation of privileges, protectiveness, demands and conformity etc.
Attitude

An attitude is operationally defined as generalized reaction of an individual to act for or against a definite subject.

1.8. OBJECTIVES OF THE STUDY

(i) To study the difference in Academic Achievement in Hindi of students with high and low level Achievement Motivation.
(ii) To study the difference in Academic Achievement in Hindi of students from good and poor Home Environment.
(iii) To study the difference in Academic Achievement in Hindi of students having high and low level Attitude towards Hindi.
(iv) To study the difference in Academic Achievement in Hindi of male and female students having high as well as low level Achievement Motivation.
(v) To study the difference in Academic Achievement in Hindi of male and female students having high good as well as poor Home Environment.
(vi) To study the difference in Academic Achievement in Hindi of male and female students having high as well as low level Attitude towards Hindi.
(vii) To study the relationship between Academic Achievement in Hindi and Achievement Motivation of students.
(viii) To study the relationship between Academic Achievement in Hindi and Home Environment of students.
(ix) To study the relationship between Academic Achievement in Hindi and Attitude of students towards Hindi.
(x) To study the conjoint prediction of Academic Achievement in Hindi on the basis of Achievement Motivation, Home Environment and Attitude towards Hindi as compared to their separate prediction.

1.9. LIMITATIONS OF THE STUDY

(i) The study was delimited to class +2 students only.
(ii) The study was delimited to 1000 Students only.
(iii) The study was delimited to variables to academic achievement, achievement motivation, home environment and attitude towards Hindi.
(iv) The study was delimited to only one language of +2 stage i.e. Hindi as second language.

(v) The study was delimited only to five districts of Punjab i.e. Ferozepur, Moga, Bathinda, Jalandhar and Hoshiarpur.

1.10. PLAN OF THE CHAPTERS

The complete report of present research has been framed in six chapters.

(i) The first chapter gives a glimpse of entire study i.e. Introduction of the problems taken for the study, Justification of the problem, Statement of the problem, Operational definitions of the key terms, Objectives and limitations of the study.

(ii) The second chapter gives a glimpse of the related literature. Researches done in India as well as abroad related to various variables have been quoted. Hypotheses based on previous researches have been established in this chapter.

(iii) The third chapter contains the details about the method and the sample of study, tools used for the data collection and statistical techniques used to analyze the data related to the present study.

(iv) The fourth chapter contains the analysis and interpretation of data collected for the present study.

(v) The fifth chapter contains discussion of the results based on the analysis of the data.

(vi) The sixth chapter deals with summary, conclusions and educational implications of the present research. In this chapter, suggestions for further research have also been given.

(vii) The bibliography and appendices have been given at the end of research report.