

## Perceived family conflict and academic achievement motivation of rural students

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### ABSTRACT

To seek the relation of Perceived Family Conflict with Academic Achievement Motivation and the effect of residential area on perceived family conflict and academic achievement motivation of high school students 'Family Environment Scale' (Hindi Version) constructed and standardized by Bhatia and Chadha (2015) and 'Academic Achievement Motivation Test' (Hindi Version) constructed and standardized by Sharma (2006) were administered on 200 students of rural (100) and urban (100) areas of Saran district of Bihar. The age range of respondents was from 13 to 15 years. The analysis of data revealed that family conflict reduces academic achievement motivation of both rural and urban students. There was not found significant difference between rural and urban students on perceived family conflict but on academic achievement motivation urban students were found significantly higher than rural students.

**Keywords:** *Family, Conflict, Motivation, Academic, Rural*

The motivation applied for achieving academic objectives is termed as academic achievement motivation. It means to move for higher academic success. It is an important factor behind academic success and works as a drive to push the students for better academic performance. Academic achievement motivation is considered as a key criterion to judge student's total potentialities and capabilities. It includes a range of dimensions that are relevant to success at work but which are not conventionally regarded as being part of student's academic performance. Specially it integrates formally separated approaches as need for academic achievement.

Academic achievement or scholastic achievement comprises two terms 'academic or 'scholastic' and achievement. 'Academic or Scholastic' according to Oxford Advanced Learner's Dictionary (2010) denotes, "connected with education in school, colleges and universities". 'Achievement', a thing that somebody has done successfully, especially using his own effort and skill. As Such, academic or scholastic achievement means educational achievement of a student by means of his own efforts and skills. According to Caplin (1968), "Achievement, when used in school education situation, refers to the extent or degree of mastery in certain areas of study as measured by some specified instrument,

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technique or test". Academic achievement determines the students' status in the class. The competence of students can be measured by test scores, and/or marks assigned by the teacher in the examination.

In the context of high school students Academic achievement motivation can be understood as the motivation of school students which pushes them to achieve higher academic grades and positions. If the level of this motivation is high, the student utilizes his full potentialities and capabilities to achieve higher grades and positions not only in school examination but also after schooling. There are different factors responsible for high motivation and academic motivation of students. Among all these factors, family factors play very important roles. Among family related factors, perceived family environment and particularly perceived family conflict is very important. There are different studies which prove that conflict between parents is responsible for different aberrations in the personality of children (Andry, 1960; David, 1960).

Considering this, the investigator is interested in exploring the role of perceived family conflict in academic achievement motivation and the role of residential area in perceived family conflict and academic achievement motivation of high school students.

*For this end the following hypotheses were formulated,*

1. There will be a significant effect of perceived family conflict on academic achievement motivation of high school students.
2. There will be significant difference between rural and urban students on perceived family conflict.
3. There will be significant difference between rural and urban students on academic achievement motivation.

## METHODOLOGY

### *Sample*

The study was conducted on a sample of 200 subjects undergoing study in rural and urban high schools of Saran district of Bihar. The age range of students was from 13 to 15 years.

### *Tests used*

For measuring perceived family conflict and academic achievement motivation 'Family Environment Scale' (Hindi Version) constructed and standardized by Bhatia and Chadha (2015) and 'Academic Achievement Motivation Test' (Hindi Version) constructed and standardized by Sharma (2006) were used.

### *Statistical analysis*

To test the role of perceived family conflict in academic achievement motivation two groups of students on the basis of their scores on conflict dimension of family environment Scale were formed – high family conflict and low family conflict. Academic achievement motivation scores of these two groups were compared using 't' test. Again, to seek the effect of residential area on perceived family conflict and academic achievement motivation rural and urban groups were compared on their family conflict scores and academic achievement motivation scores. 't' test was also run to test the significance of mean differences.

## RESULTS AND DISCUSSION

The mean academic achievement motivation scores of high family conflict (HFC) and low family conflict (LFC) groups are 26.38 and 29.85 respectively (Table – 1). The obtained 't'

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value for HFC x LFC compared groups is 7.172. The obtained 't' value = 7.172 is higher than the value required for significance at .01 level. So there exists significant difference between HFC and LFC groups on academic achievement motivation. LFC group has obtained significantly higher mean score than HFC group. So LFC group is significantly higher than HFC group on academic achievement motivation. Significantly higher mean academic achievement motivation score of LFC group in comparison to HFC group denotes that conflict in family environment is detrimental to not only academic achievement but also to their academic achievement motivation.

**Table – 1 Showing comparisons on academic achievement motivation – high and low family conflict groups**

Groups	N	Means	S.Ds.	df	't' ratio	Level of Sig.
HFC	70	26.38	3.372	198	7.127	.01
LFC	130	29.85	3.115			

The mean perceived family conflict scores of rural and urban groups are 47.80 and 45.45 respectively (Table – 2). The obtained 't' value for Rural x Urban compared groups is 1.823. The obtained 't' value = 1.823 is lower than the value required for significance at .05 level. So, there does not exist significant difference between rural and urban groups on perceived family conflict. It appears that family environment of both rural and urban areas is laden with somewhat equal magnitude of family conflict. Consequently, despite of perception of higher family conflict in urban family environment urban group has not significantly surpassed urban group in the perception of family conflict.

**Table – 2 showing comparison on perceived family conflict – rural and urban groups**

Groups	N	Means	S.Ds.	df	't' ratio	Level of Sig.
Rural	100	47.80	9.631	198	1.823	NS
Urban	100	45.45	8.570			

The mean academic achievement motivation scores of rural and urban groups are 27.45 and 29.82 respectively (Table – 3). The obtained 't' value for rural x urban compared groups is 5.42. The obtained 't' value = 5.42 is higher than the value required for significance at .01 level. So there exists significant difference between rural and urban groups on academic achievement motivation. Urban group has obtained significantly higher mean score than rural group. So, urban group is significantly higher than rural group on academic achievement motivation. Significantly higher mean academic achievement motivation score of urban group in comparison to rural group denotes that urbanization brings forth competitiveness in urbans and this competitiveness leads to significantly higher academic achievement motivation in urban students in comparison to rural students.

**Table – 3 showing comparison on academic achievement motivation – rural and urban groups**

Groups	N	Means	S.Ds.	df	't' ratio	Level of Sig.
Rural	100	27.45	3.151	198	5.42	.01
Urban	100	29.82	3.035			

## CONCLUSIONS

- Perceived family conflict lowers academic achievement motivation of students.

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- Students perceiving higher family conflict are significantly lower on academic achievement motivation than students perceiving lower family conflict.
- Urban students do not differ significantly from rural students on perceived family conflict.
- Urban students are significantly higher on academic achievement motivation than rural students.

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### ***Conflict of Interest***

The author declared no conflict of interest.

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