

Achievement Motivation in Relation with Self-Efficacy, and Home Environment Among Adolescents During the Covid-19 Pandemic

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ABSTRACT

During the pandemic, most of the students were confined to their homes. Students, like other people, were affected by the lockdown, particularly adolescents. According to reviews, parental stress and the home environment had an impact on the student's mental health and academic performance during this time period. The current study seeks to better understand the relationship between achievement motivation, self-efficacy, and home environment among adolescents, as well as the moderating role of home environment in the relationship between self-efficacy and achievement motivation. Using convenient sampling technique 156 high school students from middle-class families were selected and both public and private school students from Kerala were included in the study. General information schedule, Home environment scale (Muthee,2009), Kerala scale of achievement motivation scale (Nair,1976), and General perceived self-efficacy scale (Schwarzer & Jerusalem ,1979) were the tools used in this study. The data were analyzed using correlation, partial correlation and t-test and found that there is a positive correlation between self-efficacy, achievement motivation, and home environment among adolescents. Findings of the study indicate that a supportive and positive home environment can improve self-efficacy and achievement motivation among adolescents. Furthermore, lack of self-efficacy is sometimes associated with a poor home environment. Parental education programs to enhance the positive home environment may help to improve self-efficacy and achievement motivation, which influence academic performance of the students.

Keywords: *Achievement motivation, Self-efficacy, Home environment, Adolescents*

Adolescence is a phase of transition from childhood to adulthood. During this period of time they experience not only physical changes but also changes in personality, social development, etc. (Medicine et al., 2019). During the covid-19 pandemic, most of the students were confined to their homes. Students, like other people, were affected by the lockdown and it was especially difficult for adolescents because it's a stage of establishing social connections outside of the home. This situation increases the likelihood of parents experiencing distress, potentially impairing their ability to be supportive

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caregivers. Spending most of the time in home and the online classes may be influence in their academic achievements. Adolescents' academic choices and goals have been found to be influenced by several personal and environmental factors. In general, adolescents aspire to achieve in educational settings. Adolescents' sense of competence to succeed, namely their academic self-efficacy, and purpose for learning, their goal orientations, may both relate positively to achievement (Linnenbrink, 2005). Regarding self-efficacy, adolescents who believe they will perform well in school usually do. Theoretically, self-efficacy is influenced by past performance. Greater self - efficacy correlates with, and may even lead to , higher achievement; just as lower self-efficacy relates to lower achievement. adolescents' self-efficacy is often viewed as the more influential variable on achievement. Findings from empirical research indicate that self-efficacy is one of the constructs most highly relate to achievement (Bembenutty, McKeachie & Lin,2000; Karabenick,2004; Merritte,1999; Mizelle & Hart,1993; Roeser, Midgley and Urdan,1996; Salili, Chiu& Lai 2001; Wolters, Yu, & Pintrich,1996). Family is also one source of support for any individual and one of the motivating factors of human being to grow and achieve. Adolescents' belief in their ability and the environment around them can influence their desire to achieve, and the ability to accomplish the task.

SELF EFFICACY

Self-efficacy, one's self-judgments of personal capabilities to initiate and successfully perform specified tasks at designated levels, expend greater effort, and persevere in the face of adversity (Bandura, 1977; 1986). People generally avoid tasks where self-efficacy is low but undertake tasks where self-efficacy is high. When self-efficacy is significantly beyond actual ability, it leads to an overestimation of the ability to complete tasks. On the other hand, when self-efficacy is significantly lower than actual ability, it discourages growth and skill development. Individuals may approach or avoid certain tasks based on their beliefs about how well they can perform a task, and they may also change the way they perform in future behaviors based on previous experiences (Pajares 2002). For individuals with high self-efficacy, tasks are often something to be approached and accomplished; therefore, goals are set and effort is expended on tasks (Pajares 2002). Individuals with low self-efficacy, on the other hand, often experience self-doubt, which leads to poor analytical thinking and less effort put forth toward difficult tasks (Bandura,1994).

High self-efficacy can affect motivation in both positive and negative ways. A person's self efficacy may influence his or her choice regarding behavior, motivation, thought patterns and responses etc. The internal and external factors plays an important role in determining the level of self efficacy in high school students. Motivation and self efficacy are enhanced when adolescents perceive they are performing well or becoming more skillful. Lack of success or slow progress will necessarily lower self efficacy or motivation. Zimmerman and Bandura (1992) showed that self- efficacy affects achievement directly and indirectly through on goals.

ACHIEVEMENT MOTIVATION

Rabideau (2005) define motivation as a driving force behind all the actions of an individual. The needs and desires of an individual have a strong impact on the direction of his/his behaviour. Motivation is based on emotions and achievement related goals. The is term also used in a general sense to refer to a person's arousal desire for participation in the learning process (Ardord,2006). Psychologists have attempted to formulate categories of motivation

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over a time, viz, instrumental motivation, social motivation, achievement motivation, intrinsic motivation and amotivation (Ardord, 2006).

Achievement motivation has been defined as self-determination to succeed in whatever activities one engages in, be it academic work, professional work, or sporting event. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed. Motivation is an important factor in everyday life. Our basic behaviors and feelings are affected by our inner drive to succeed over life's challenges while we set goals for ourselves. Our motivation also promotes our feelings of competence and self-worth as we achieve our goals. It provides us with means to compete with others in order to better ourselves and to seek out new information to learn and absorb. Individuals experience motivation in different ways, whether it is task- or ego-based in nature. Some people strive to achieve their goals for personal satisfaction and self-improvement while others compete with their surroundings in achievement settings to simply be classified as the best. Motivation and the resulting behavior are both affected by the many different models of achievement motivation. These models, although separate, are very similar in nature and theory. The mastery and performance achievement settings each have a considerable effect on how an individual is motivated.

Klootwijk et al. (2021) found that adolescent's academic motivation was lower on online classes compared with physical school days. Mak (2021) confirmed that children in India were significantly less motivated to learn during the pandemic and he revealed that a child's motivation to learn at home was associated with a variety of factors, including household income, parents' employment status, child's academic achievement, and parent's enjoyment of home-schooling. Bembenuddy et al. (2000) discovered students' self-efficacy is often viewed as the more influential variable on their achievement.

Everyone has a need to achieve and a fear of failure, but these needs vary from person to person and from situation to situation. Each individual acts on the levels of motivation differently, but some individuals are predisposed to having little desire to accomplish certain tasks (Atkinson, 1999). Many studies indicated that positive evaluation of the child by his/her parents favor the development of higher achievement motivation. Family environment has a significant effect on the child's educational development.

HOME ENVIRONMENT

Home environment is the environment in which an individual develops, which is crucial in determining behavior. Parental attitudes, their involvement and the facilities available at home are the important variables in the home environment which influences the adolescents. Parental attitudes play a crucial role in determining the physical and mental health of the child, this has been confirmed by both theoretical and empirical research. Every interaction of the child with his/her parent has some effect on both his/her present behavior and potentialities for future actions (Sears, 1957). Family can be considered as the important factor in development of identity, autonomy and achievements of adolescents, regardless of the structure or composition, positive and warm relationship among family members stand out as the most powerful predictor of health and psychosocial growth during the adolescent years (Sternberg, 1985).

The impact of parental involvement in child's growth and development has generally been accepted by many researchers (Sheldon, 2003). Children are motivated to work on activities

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and learn new information and skills when their environments are rich in interesting activities that arouse their curiosity and offer moderate challenges. The same can be said about the home environment. Some homes parents may have heavily invested in their children's cognitive development and spend most of the time with them on learning and other extracurricular activities. A positive, supportive and predictable home environment helps a child to cope with stress. Parental styles, parental expectations, parental involvement, employment status of parents, adolescents time use in home, family structure and socio-economic status of the family are the important factors included in home environment.

Research has consistently shown that adolescents from authoritative households are self-directed, autonomous, self-assured and that they remain even in the face of strong peer pressure (Baumrid,1978). The self-directedness, autonomy and self-assuredness are good qualities for achievement of any type in life, academic inclusive. It has been found that adolescents reared in families characterized by parental warmth, fairness and monitoring have higher academic achievement than adolescents who come from highly controlled families or unsupervised ones (Sternberg, 1996).

An adolescent who is continuously in conflict and dissatisfied with self cannot mature and play his/her role in life satisfactorily. The pressure faced by today's adolescents are more than what their previous generation had faced during their days. The lockdown due to covid-19, changed lifestyles, use of internet and other technologies has n important role in an adolescents' life. The insecure, unhappy and emotionally unstable adolescents may have a poor negative self-concept and its difficult for them to believe in their abilities. Parents have a responsibility in guiding children safely, through each stage, encouraging positive developments and restraining negative tendencies. An emotionally healthy and confident parent can be considered as the important asset of child as it begins life. A healthy home environment can develop sufficient level of self-efficacy among the children. The home environment and self-efficacy are factors which plays an important role in the level of achievement motivation of an adolescent. A student with a high level of self-efficacy can achieve more than someone who had a decreased level of self-efficacy. The self-efficacy, achievement motivation and home environment can also influence the academic and other activities and performance of the adolescents.

The study like this is expected to throw light on some of the causes behind the withdrawal of the adolescents from certain activities or rejecting certain tasks such as participating in competitions, poor academic and other performances etc.

Need and significance of the study

Positive feedback from family or teachers or friends can influence the performance of adolescents. Students may have the desire to achieve, and the ability to accomplish the task, but lack of their belief in their abilities and the environment that surround them will affect their performance. Based on the recent reviews the current study investigates the relationship between self-efficacy and home environment on achievement motivation of adolescents during the COVID-19 pandemic.

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METHOD

Aim: The main purpose of the study is to investigate the relationship between self-efficacy and home environment on achievement motivation of adolescents during the COVID-19 pandemic.

Hypothesis

1. There is a significant relationship between achievement motivation, self-efficacy & home environment among adolescents.
2. There is a significant gender difference in self-efficacy, achievement motivation and home environment of adolescents

Sample and sampling technique

Using convenient sampling method, 156 adolescents were selected from public and private schools in Kerala.

Tools

- **Home Environment Scale:** These scale was developed by Muthee.J.(2009). Home environment is a complex concept, related to the role behaviors of the members of the family, customs and traditions in which the family unit is embedded, educational and job status of members etc. Home environment scale is a 3 point Likert type scale. The 3 points are; Always, Sometimes and Not at all. The weights given for these response categories are 3,2,1 respectively for positively worded item and 1,2,3 respectively for the negatively worded items Serial number For the items positive worded are 1,2,3,4,6,7,8,9,10,11,12, 13,14,15,16,17, 18,19, 21,22,25,26 28,30 and negatively worded items are 20,23,24,27 and 29. Cronbach's alpha computed for the scale is .715 indicating satisfactory reliability. With regard to validity, it may be noted that the systematic procedure followed for development of the scale help ensure the content validity and face validity
- **Kerala Scale of Achievement Motivation:** The scale is developed by Nair. S, (1976). This scale gives an index of the aspiration level of the subjects (Nair,1976). The items in the scale have been developed on the basis of the guidelines given by Guilford, (1959). The items relate to 3 different aspects of achievement motivation: (i) General ambition, characterized by a desire to succeed or achieve fame and fortune; (ii) Persistent effort, evidenced by an urge to keep working at a task and (iii) Endurance, which is revealed by a willingness to withstand discomfort or pain in order to achieve a goal. 25 items are included in the test, which are in the form of simple statements. These are both positive (depicting high motivation) and negative (depicting low or lack of motivation) items; Which may be responded to in any of three categories, viz; YES; UNDECIDED or NO. A score of 3,2 or 1 given for the response categories for positive items, while a score of 1,2,3 is given for the same categories for the negative item. The split-half reliability of the test is 0.85 (after correction for attenuation). And the retest reliability (with interval of 2 weeks between administrations) 0.80.y Content validity for the test is evidenced by the fact that the item sample out the different factors related to achievement need as detailed in Guilford (1959). Validity of the test is also determined on a sample of 105 secondary school children, by correlating the scores on the test with the scores on the " Inventory of Motivational Traits" (George and Mathew,1996). The validity co-efficient thus obtained is +.42.

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- General Perceived Self Efficacy Scale:** Schwarzer and Jerusalem (1979) were developed the general perceived self efficacy scale. The General Efficacy scale is available in 27 languages. In the present study the English version of the scale was used. The scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events. The scale is designed for the general adult population, including adolescents. Responses are made on a 4 point scale. Sum of the responses to all 10 items yields the final composite score with a range from 10 to 40. No recoding. In sample from 23 nations, Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s. The scale is unidimensional. Criterion -related validity is documented in numerous correlation studies where positive coefficients were found with favorable emotions, dispositional optimism, and work satisfaction. Negative coefficients were found with depression, anxiety, stress, burnout, and health complaints.

Statistical techniques

Independent sample t-test and Pearson correlation was used to analyse the collected data.

RESULTS AND DISCUSSION

Table 1. Relationship between achievement motivation, self-efficacy and home environment

Variables	Achievement motivation	Self-efficacy	Home environment
Home environment	.466**		
Achievement motivation		.512**	
Self-efficacy			.337**

*: Sig. at 0.05 level (2-tailed); **: Sig. at 0.01 level (2-tailed)

Tables 1 shows the result of Pearson correlation analysis, which indicate the relationship between self-efficacy, home environment and achievement motivation among adolescents. The result shows that achievement motivation has a significant positive correlation with self-efficacy ($r = 0.512$, $p < 0.01$) and home environment ($r = 0.466$, $p < 0.01$). Self-efficacy has a positive correlation with home environment ($r = 0.337$, $p < 0.01$). These results are consistent with other studies that have found a significant relationship among achievement motivation, self efficacy (Wentzel, 1996; Bembenutty, McKeachie & Lin, 2000; Wey, 1998) and home environment (Sigh & Udainiya, 2009; Sharma, Coudhary & Sahadev, 2013).

Findings of the study indicate that a supportive and positive home environment can improve self-efficacy and achievement motivation among adolescents. Recent studies conducted in the pandemic period supporting these findings, Klootwijk et al. (2021) revealed that lower levels of parental support were related to lower academic motivation of their children. Kogei (2021) and Turner et al. (2009) found that parenting style, achievement motivation, and self-efficacy correlate with each other and influence the academic performance in adolescents.

Many studies in the Indian context have revealed that the home environment and parental support play an important role in adolescent achievement motivation (Hooja, 2017; Acharya & Joshi, 2011). Adolescent self-efficacy, along with parental education and a good quality

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home environment, contributes to their achievement motivation (Bansal et al.,2006; Muola, 2010; Elias,2010).

Table 2: Comparison of males and females in terms of achievement motivation, self-efficacy, and home environment

Variables	Gender	Mean	S. D	t-value
Achievement motivation	Male	53.70	6.46	2.333*
	female	56.13	6.52	
Self-efficacy	Male	30.57	5.94	.870
	female	31.33	4.95	
Home environment	Male	68.98	7.75	4.350**
	female	73.98	6.59	

*: Sig. at 0.05 level (2-tailed); **: Sig. at 0.01 level (2-tailed)

Table 2 shows the results of independent sample t-test, which indicates that there is a significant gender difference in achievement motivation ($t = 2.33$, $p < 0.05$) and home environment ($t = 4.35$ $p < .001$). The high score of achievement motivation in females ($M = 56.13$, $S.D = 6.52$) may be because of their high score in home environment ($M = 73.99$, $S.D = 6.59$). Parents may love their daughter and son as same but in certain cases parents provide more care, protection and support for their female child. The main reason is that there is social stigma that girls tend to be weaker than boys and that is why they need more protection.

During the adolescent period males are more comfortable to spend time with their friends than family and it's the time they establish their social relations outside their home. Females feels more comfortable in their homes during the early stages in adolescence because they may experience lots of biological changes and most of the cases they need an supervision from their mother or other elder females in the family so generally female children are more attached with their family than males. The supportive caring attitude of the family may leads to an increased level of achievement motivation in females than males. It is consistent with other studies (Shekharl & Devi, 2012; Azar, 2013; Hunagund et. ,2013) and also this results contradicts with the findings of Muthee (2011). who found that there is no significant gender difference in variables such as home environment and achievement motivation

CONCLUSION AND IMPLICATION

The study's findings suggest that a supportive and positive home environment can strengthen adolescent self-efficacy and achievement motivation. Furthermore, a lack of self-efficacy is sometimes linked to a poorly functioning home environment. Parental education programs to enhance the positive home environment may help to improve self-efficacy and achievement motivation, which influence academic performance of the students

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Conflict of Interest

The author(s) declared no conflict of interest.

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