

RELATIONSHIP BETWEEN SELECTED HOME ENVIRONMENT AND ACADEMIC ACHIEVEMENT MOTIVATION AMONG PUPILS WITH HEARING IMPAIRMENT

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1 ABSTRACT

The purpose of this study was to examine the relationship between selected home environment factors and academic achievement motivation for girls with hearing impairment. The objectives of the study was to establish whether there is a relationship between selected home environment factors and academic achievement motivation among pupils with hearing impairment. A study done by (Mitchell,1992) revealed that learners who were motivated to learn performed well in academic tasks compared to learners who were not motivated to engage in learning were unlikely to perform well in class work, The hypothesis “There was no relationship between home environment factors and academic achievement motivation” was analyzed using Pearson’s product moment correlation analysis. One of the findings indicated that the correlations between family size and academic achievement motivation were not significant ($r=_{0.081}$).The findings implied that a favorable home environment might not motivate learners with hearing impairment to work hard in school. That could be attributed to the fact that learners with hearing impairment whether from a small or large family had little contact with their family members because they were in residential schools. This study recommends that parents ,teachers and educationists of learners with hearing impairment should ensure that the learners are motivated to achieve success .They should try to create a favorable home and school environments to motivate the learners by creating a motivating learning environment and change their perception towards pupils with hearing impairment

INTRODUCTION

1.1 Background to the Study

The most significant thing a parent can give a child is education and therefore, the education of a child needs to be taken seriously .The impact of the environment as well as academic achievement motivation is a major determinant of academic performance(Lexmond, 2004).

1.2 Statement of the Problem

Too much emphasis is placed on good examination results among the pupils in the society (Conrad, 1998).The poor performance especially among the pupils with hearing impairments is of great concern to parents ,teachers and educationists .although there could be many factors that could be contributing to the poor performance ,the major problem of the study was how to gather research-based answers to the research questions. The study attempted to establish the role played by academic achievement motivation and some selected home environments that influence academic performance among pupils with hearing impairment.

1.3 Research Objectives

- i. To establish whether there was any relationship between the selected home environmental factors and the pupils with hearing impairments academic achievement motivation.

1.4 Research Questions

Is there any relationship between the selected home environmental factors and the pupils with hearing impairment academic achievement motivation?

1.5 Purpose Of The Study

The purpose of the study was to examine the extent to which the academic performance among pupils with hearing impairments could be attributed to academic achievement motivation and home environments.

1.6 Definition of Terms

Achievement motivation: It is the need to achieve success. Maclwren and Bryson (2004) describe it as the positive or the negative effect aroused in situations that involve competition with a standard of excellence where performance in such a situation could be evaluated as successful or unsuccessful.

2 LITERATURE REVIEW

Student motivation for learning is generally regarded as one of the critical determinants of the success and the quality of any learning outcome (Mitchell, 1992). Examining the construct of the intrinsic motivation in the elementary years may have profound implications for the initial and future school success. Students who were more intrinsically than extrinsically motivated perform well and students who were not motivated to engage in learning, were unlikely to succeed ,(Goltford ,1990).

2.1 Theoretical Framework

According to Atkinson and Letwin's theory(1964) on the need of achievement, the strength of motivation to achieve varies from individual to individual. Achievement motivation or tendency to achieve success is dependent on three variables: one's motive to achieve success, probability of success in particular activity and incentive values of success. The motive to success is the individual's stable personality trait. The probability of success of a person's expectation that the performance of a certain activity will be followed by success. The incentive value of success is the attractiveness of success at the particular activity. To achieve success in academic work in this theoretical framework can be conceived as a function of the following variables:

- The motive to avoid failure,
- The probability of failure and,
- The incentive value of failure

Academic achievement, Motivation and Performance in School

The academic progress of a pupil with hearing impairments is determined by motivation among other factors. A pupil who is hearing impaired and is highly motivated to achieve success, would tend to work hard and attain a high standard of excellence.

Entwistle's (1998) research showed that motivation was related to grades obtained by pupils in school subjects.

Hypothesis Testing

There was no significant relationship between the home environmental factors and academic achievement motivation of boys and girls with hearing impairment. That hypothesis was analyzed using Pearson's product moment correlation analysis.

Relationship between Academic Achievement Motivation and Academic Performance

Significance relationship between the pupil's academic achievement motivation and their academic performance. Hypothesis was tested by correlating the pupil scores on academic achievement motivation with their academic performance scores obtained in the examination papers in the end of the year examination.

The relationship between academic achievement motivation and academic performance

(N=75)

Examination Results		Correlation between performance and Academic Achievement Motivation
English	1	-036
Kiswahili	1	-036
Mathematics	2	-077
Science	4	0.322
GHCRC	5	-042

- i. That indicated a weak negative correlation between academic achievement motivation and pupils' academic performance which meant that academic performance was not very much influenced by motivation.
- ii. The pupils' academic achievement motivation was not significantly correlated to their academic performance in all subject areas.
- iii. That implied that performance in the above mentioned subjects was not dependent on how motivated the pupils were.
- iv. Achievement motivation and performance in science was not significantly correlated because ($r=0.322$, $p>0.05$). Results implied that the pupil with hearing impairment academic performance was not influenced by their level of motivation to do well in school. Pupils with hearing

impairment did not take much interest in academic subjects because they viewed them as hard and unmanageable and due to their previous performance, they felt that no matter how hard they tried, they would always fail (UNESCO,1988). That might be one of the reasons that could be attributed to the low correlation between pupils' academic achievement motivation and performance in the subject areas as mentioned. As Mehta (1988) found out that the pupils' interest and perception of their ability in doing certain subjects affected their achievement in such a subject. Therefore, a pupil with hearing impairment who was brightly and highly motivated to do well in school may perform poorly in school subjects because of his/her lack of interest and poor perception of his ability to do those subjects.

Relationship between home environment factors and academic performance

(N=75)

Home factors	Examination Results				
	English	Kiswahili	Mathematics	Science	GHCRC
Family size	-0.167	-0.192	0.021	-0.022	-0.093

- i. Family size and performance in all the subjects as mentioned in table 4:1

The other correlations for example the family size, had no significant relationship with academic performance of pupils with hearing impairment in all in all subjects areas in their study on family size and academic performance observed that there was a positive significant relationship between the two variables.

The fact that the scores on the home environmental factors was not strongly related with the pupils' academic performance in that study did not rule out the influence of the home environmental factors on academic performance.

The relationship between home environmental factors and academic achievement motivation

(N=75)

Home Environmental factors	Academic Achievement Motivation
Family size	-0.081

- i. Correlations between family size and academic achievement motivation ($r=-0.081$) were not significant.

Findings implied that a more favorable home environment might not motivate a child with hearing impairment to excel in school. That could be attributed to the fact that pupils with hearing impairment whether from small or large families had little contact with their family members because they were in residential schools. Family size whether large or small did not have influence over the academic achievement motivation

3 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

3.1 Home Environment and Academic Achievement Motivation

Children from small families tended to have a high academic achievement motivation probably because the size of the family made it easy for parents to interact with the child frequently and to motivate him/her academically. While it was known that children with hearing impairments from small families tended to have a strong contact with their parents thus boosting their academic achievement morale. There was a negative relationship between family size and academic achievement motivation of the pupils with hearing impairment though it was significant ($r=-0.08$) $p<0.05$. That could be contributed to the fact that whatever contact existed; it might have been in the form of over protection and overdependence of the children with hearing impairments on their parents and siblings

3.2 Recommendations

- i. Educationists should carefully consider the fact that motivation is a potential predictor of academic performance as suggested in the reviewed literature, where some subjects significantly correlated to academic achievement motivation. For that reason, parents, teachers and educationists of the pupils with hearing impairment could try to ensure that the child's motivation to achieve success in school is high as possible. Teachers and the government should try to create a motivating learning climate in schools and change the perception of the performance of pupils with hearing impairment

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