Influence Of Motivation, Domestic Atmosphere, And Student Features On The Performance Of Secondary School Students

Dr. Malik Amer Atta Assistant Professor, Gomal University, Dera Ismail Khan.

Abstract
Three hundred and fifty high school students from District D.I. Khan one hundred and seventy-five males and one hundred and seventy-five females were included in the research. The data were gathered using a 32-item questionnaire used to examine the students' features, parental influence, and degree of motivation. These factors' basic correlations were used to examine the data. There was a weak and essentially non-significant correlation between motivation, domestic atmosphere, student attributes, and academic success. Motivation and student attributes showed a moderate association. Research in this field should raise awareness of the need of focusing on student motivation in order to improve later-year school performance and, ultimately, our educational standing.

Keywords: motivation, domestic atmosphere, student features performance, and secondary school students

Introduction
The academic performance of pupils at the secondary school level in District D.I.Khan is strongly influenced by the familial surroundings of the kids. The home surroundings have a significant impact on kids' academic performance and assist in molding their future development. Researchers attempted to learn about the academic performance of secondary school pupils in D.I. Khan in this study. There are several instances of international leaders who came from poor socioeconomic class households. The majority of Pakistan's political leaders serve as the best case study in this respect.

Great inspiration and appointment in studying have repeatedly been related to decreased failure rates and improved levels of student victory, showing that cleverness is not the sole feature determining academic progress. The development of academic

intrinsic motivation is crucial for future motivation and for students to operate effectively in the classroom.

Stipek and Ryan (2007) have shown that drive in early childhood is a poor predictor of success, according to reports. For kids, the family is their main social structure. Rollins and Thomas (2001), greater parental control was linked to good success. Cassidy and Lynn (2017) investigated the relationship between domestic atmosphere and motivation and found that motivation acted as an interceding factor between household background, individual traits, and educational success.

According to WEAC (2005), academically strong pupils are more likely to possess the following traits: They tend to have positive sentiments about their educational experiences, credit their high school success to qualities like diligence, self-control, organization, and talent, and high drive, watch very little television during the school week and are passionate readers. In order to attain academic success, classwork is really excluded from the learning environment. Typically, assessments, examinations, and instructor evaluations are used to evaluate it.

Kids who are intrinsically motivated have greater self-perceptions of academic competence, whereas kids who are internally inspired have lower apparent academic skills, according to Gold Berg (2004). According to Eccles, et al. (2008), student incentive for education is typically recognized as one of the most important predictors, if not the most important element, of the victory and quality of any education result. According to Mitchell (1992), primary school pupils' motivation is critical and crucial since it may have a substantial impact on both immediate and long-term achievement. Students who are not driven to study are less likely to succeed than those who are more organically extrinsically motivated.

Howse (2009) provided evidence that completing class assignments in a classroom environment results in academic success. Usually, quizzes and examinations are used to evaluate it together with teacher evaluations. According to research, students' judgments of their academic ability deteriorate as they go up the educational ladder for a variety of reasons, including increased competition, teachers paying less attention to each student's development individually, and pressures related to school zeal. These instructors utilized a variety of teaching techniques, introduced subjects in an engaging and difficult manner, and encouraged student involvement by letting them choose the learning activities.

Motivation and achievement have a positive association, according to Gottfried (2017).

Younger students in particular exhibited considerably greater accomplishment and intellectual performance when they had the stronger academic intrinsic desire. According to several research, there is little to no correlation between motivation and academic success. Hammer (2003) asserts that the family atmosphere is just as significant as what occurs in the classroom, citing the importance of paternal connection in children's education, the amount that fathers read to beginning children, the amount of television that kids are allowed to watch, and how frequently students change their academic performance. GAG examines what occurs to students before and after school in addition to what occurs in the classroom. For each kid to succeed, parents and teachers must play a critical role.

Additionally, Phillips (2008) discovered that socio-economic position and parental education had an effect on kid success. For students who had both parents with college degrees, wealth and family size were the main factors influencing accomplishment. According to Neibuhr (2005), the domestic atmosphere and school climate have a bigger influence on academic success than each factor alone. Students who participate heavily in co-curricular activities, take a few days off from school each year, are more likely to regularly check out books from the school or public library, and have a good attitude toward learning are more likely to continue their education after high school.

Problem Statement
The problem under investigation was the "influence of motivation, domestic atmosphere, and student features on the academic achievement of secondary school students"

Research Objectives
- To find the academic achievement of the students.
- To collect information about student families.
- To know the effect of motivation on the academic achievement of students.
- To find out the effects of motivation, domestic atmosphere, and student features on student academic achievement.

Research Hypotheses
H_o1: No significant association between motivation and students' performance.

H_o2: No significant association between the domestic atmosphere and students' performance.

H_o3: No significant association between student features and students' performance.

Significance of Study

The purpose of this study was to investigate the relationship between motivation, domestic atmosphere, and student features as they relate to the performance of 10th-grade students in District D.I. Khan. The findings of this study are significant because they provide information about the relationship between motivation, domestic atmosphere, and student features as they relate to performance. For a researcher who may be interested in this area in the future, this work might represent a turning point.

RESEARCH METHODOLOGY

Sample

To participate in this study, eight schools were chosen at random, and these eight schools are regarded as the study's sample. The D.I.Khan District served as the study's location. 25 high schools are located in the D.I.Khan District. Eight '8' schools (four '4' male and four '4' female) were chosen at random to take part in this study. The instrument's items were answered by a total of 350 students, 175 males and 175 females with an average age of 16.3 years. Calculating the internal and split-half reliability allowed for the evaluation of each component of the instrument's dependability. By generating a simple correlation between these factors, the relationship between motivation, study qualities, and academic accomplishment was evaluated.

Statistical Analysis

The simple correlation was employed at the 0.05 and 0.01 levels of significance to assess the significant impact of motivation, Domestic atmosphere, and student performance.

Appendix

Survey

    I.   **Motivation**
  i. I enjoy challenging a job because it is enjoyable.
  ii. I work through issues to develop problem-solving skills.
  iii. I appreciate challenging puzzles because I like to solve them.
  iv. Whenever I make a mistake, I work out the solution on my own.
  v. I am able to assess my academic performance without the use of marks.
  vi. I would like to just acquire the necessary material in school.
  vii. I enjoy teaching subjects that interest me on my own.
  viii. I enjoy moving on to a new job that is new and challenging.
  ix. I like to learn new things, therefore I ask questions in class.

x.   I believe I ought to have.

B. Domestic atmosphere

i.   My parents make me do my schoolwork and they help me.
ii.   Parental pride over academic success.
iii.   Parents schedule time to chat.
iv.   Parents anticipate a college education.
v.   Parents encourage academic success.
vi.   Parents who are too preoccupied to spend time with me.
vii.   vii. My parents are aware of how I feel.
viii.   Parents have concerns about my academic achievement (viii).
ix.   Parental involvement is enjoyable for me.
x.   Parents who have faith in my abilities.

C.   Student Features

i.   I am capable of completing projects on time.
ii.   Even when there are more fun things to do, I can study for classes.
iii.   I am able to focus on my academic material.
iv.   I utilize the right resources to get data for my class tasks.
v.   I am able to arrange and plan my academic work.
vi.   I encourage myself to complete my work.
vii.   I am able to organize my time to do the assignments for my classes.
viii.   In order to study for the test, I read the textbook again.
ix.   Before starting an assignment for class, I have a strategy in place.
x.   I am able to briefly summarize the course material.
xi.   In order to study for a test, I reviewed my summaries of the course content.
xii.   I went through my class notes once again.

RESULTS

Every three scales in the tool have its internal dependability assessed.

Table#1:   lists each scale's item count, Cronbach's alpha, and split-half reliability. According to the data supplied on the parents' highest level of education, the majority of moms (36.2%) and dads (65.5%) have at least a bachelor's degree. Fathers often have more education than moms do. The category of college students had the lowest proportion for both sexes.

Table#2:   demonstrates how parents may contribute significantly to the

improvement of their children's education. Improvements in kid success are substantially correlated with parent education and support, although

Table#3: the average degree of motivation among students was lower than the average, which measured maternal effect and student features.

Table#4: demonstrates how the association between motivation, home environment, student attributes, and academic success was determined.

In this study, the relationship between motivation and success was relatively weak, i.e. (.08). Although there is a statistically significant link between accomplishment and both student attributes and the domestic atmosphere (0.19), the correlation between achievement and the domestic atmosphere is just (0.18). These numbers were still comparatively little. Family dynamics and motivation did not have a strong correlation (0.20). A startlingly high correlation value of 0.35 was found between student traits and the domestic atmosphere.

Recommendations
- Research suggests that parents may boost their children's educational foundation.
- By offering experience and the appropriate direction, the school must allow the kid a significant role in the construction and modification of the notions that he holds.
- Teachers are urged to encourage students in a constructive manner.
- To obtain results that are cross-cultural, similar research may be repeated in different districts.
- A smaller sample size is required to generalize the results. To get more trustworthy findings, it has to be bigger.
- Teachers can provide each student the individualized attention they need by setting up counseling and guidance services inside the educational system while keeping in mind the demands of individual differences.

Table-1: Inside reliability of the three scales used in the tool

Scale	Number of Items	Internal Reliability (Alpha)	Split-half reliability
Motivation	10	0.56	0.43
Parental influences	10	0.89	0.74
Student's features	15	0.77	0.72

Table-2: Parent's Education

Education	Father	Mother
Higher Education	65.5%	39.2%
College Education	3.7%	8.2%
High School	13.6%	24.5%
Less than high School	20.3%	29.7%

Table-3: arithmetic means and standard deviations of motivations maternal effect, and student features

Scale	Male		Female		Total	
	Means	S.D	Means	S.D	Means	S.D
Motivation	3.92	.32	3.90	.46	3.80	.49
Parental Influences	4.27	.65	4.23	.54	4.25	.59
Students Features	4.13	.55	4.26	.44	4.19	.46

Table 3 shows that students' mean level of motivation, was less than the means of the other twoscales i.e. parental influences and students' features.

Table-4: Correlations 'Pearson product moment' among achievements, motivation, domestic atmosphere, and students' features

(A) Achievement Motivation

Achievement	1.00	
Motivation	.12	1.00
domestic atmosphere	.18*	.20*
Students features	.19*	.35**

Table 4 (A) Indicates that the Association between attainment and inspiration was very small
i.e. (0.12). There is a 0.18 correlation between domestic atmosphere and achievement and 0.19between achievements and student characteristics.

 (B) Students Features

Achievement	domestic atmosphere	Students Features
Motivation		
domestic atmosphere	1.00	
Students features	0.59**	1.00

* Means significant at 0.05, ** significant at .01.
 Table 4(B) Indicates that Correlation between family environmentand

studentsfeatures is (0.59) which is a moderate correlation.

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