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Achievement Motivation of Secondary Students in Relation to Their Home Environment

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Abstract:
The present study investigates achievement motivation of secondary school students in relation to various dimensions of their home environment. Employing a descriptive survey research design, the study examined a sample of 1,948 students (comprising both male and female cohorts) enrolled in Grades IX and X. The participants were drawn from Uttar Pradesh (U.P.) Board and CBSE/ICSE-affiliated schools within the Shahjahanpur District utilizing a stratified random sampling technique. Data collection was facilitated through two standardized instruments: the Achievement Motivation Scale (Deo & Mohan) and the Home Environment Inventory (Mishra). The quantitative data were rigorously analysed using both descriptive and inferential statistics, specifically percentage analysis, the Mann–Whitney U test, the Kruskal–Wallis H test, the Chi-square test of independence, and correlation analysis.

The findings indicate that the majority of students demonstrated average-to-below-average levels of achievement motivation. While socio-demographic variables such as gender and caste were found to have no significant influence on achievement motivation, statistically significant variations emerged based on educational board affiliation and residential status; specifically, students from the U.P. Board and those residing in rural areas exhibited higher motivation levels. A dimension-wise analysis of the domestic sphere demonstrated that the home environment does not operate as a monolithic construct, as individual dimensions related differentially to achievement motivation. Significant differences in motivation were observed across varying levels of parental Protectiveness, Punishment, Reward, Deprivation of Privileges, and Rejection. Furthermore, Chi-square independence tests confirmed significant associations between achievement motivation and the dimensions of Protectiveness, Punishment, Conformity, Reward, Deprivation of Privileges, and Nurturance. Conversely, bivariate correlation analysis revealed weak yet statistically significant negative relationships between achievement motivation and the dimensions of Punishment, Conformity, Reward, and Rejection. Collectively, these results suggest that achievement motivation is uniquely shaped by discrete facets of familial interaction and behavioural regulation rather than by the home environment as a single, undifferentiated variable.

Keywords: Achievement Motivation, Home Environment, Secondary Students, Adolescents, Parental Practices, U.P. Board, CBSE/ICSE Schools.

Introduction

Education transcends the mere acquisition of information; it fundamentally entails cultivating an orientation toward continuous learning, self-improvement, adherence to standards of excellence, and resilience in the face of adversity. Even when controlling intellectual aptitude and pedagogical resources, variance in academic outcomes between peers is frequently attributable to divergent motivational profiles. Consequently, achievement motivation constitutes a central pillar within educational psychology, serving as an intrinsic mechanism that directs behaviour and mobilizes cognitive resources toward the attainment of meaningful, high-stakes objectives.

Education is the manifestation of the perfection already in man (Vivekananda, 1893), and the factors that help such manifestation certainly include achievement motivation. Formally defined, achievement motivation denotes an individual's dispositional tendency to strive for success, meet rigorous standards of excellence, master complex tasks, and systematically surpass baseline performance metrics. The construct gained empirical prominence through the foundational framework of McClelland and his associates (1953), who conceptualized the *need for achievement* as a learned motivational disposition shaped by socio-cultural socialization. Within contemporary educational contexts, this construct manifests empirically as academic persistence, an affinity for optimal challenge, a drive for iterative performance optimization, autonomous study habits, and sustained effort during periods of delayed reinforcement.

For secondary school students, achievement motivation constitutes a critical determinant of academic trajectory, particularly as Grades IX and X represent a developmental juncture characterized by escalating educational expectations. During this transitional phase, scholastic engagement is compounded by rigorous curricular demands, high-stakes assessments, board-examination preparations, specialized academic stream selection, heightened parental expectations, and intensified peer competition. Concurrently, students undergo the complex developmental transitions of adolescence, which is inherently marked by profound socio-emotional, cognitive, and behavioural shifts. Consequently, the motivational frameworks established during this formative period exert a longitudinal influence on subsequent academic persistence, institutional engagement, and career trajectories.

Achievement motivation is not an isolated construct; rather, a student's domestic environment serves as a primary and enduring crucible for shaping foundational orientations toward labour, success, discipline, accountability, autonomy, competition, cooperation, and failure. Through both explicit instruction and implicit behavioural modelling, parental figures and immediate kin continuously transmit normative expectations. Consequently, post-achievement reinforcement, responses to failure, affordances for autonomous decision-making, behavioural constraints, punitive measures, affective support, tangible rewards, rejection, and overprotection collectively coalesce into the perceived psychosocial climate of the developing child.

Accordingly, the construct of the “home environment” transcends mere structural or physical attributes of the residence. Within educational and psychological discourse, it systematically denotes the interpersonal dynamics and psychosocial ecology experienced by children within the family unit. To operationalize this construct, the Home Environment Inventory (HEI) developed by K. S. Mishra (2021) conceptualizes the domestic climate across ten distinct dimensions: Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection, and Permissiveness.

The operational impact of these environmental dimensions cannot be adequately conceptualized through a binary framework of positive versus negative outcomes. For instance, while authoritative parental

regulation establishes essential structural boundaries, authoritarian or excessive control tends to infringe upon adolescent autonomy. Concurrently, parental protection fosters emotional security, yet overprotective practices frequently compromise the development of independent problem-solving faculties. Extrinsic rewards effectively reinforce prosocial behaviour, but an overreliance on such stimuli can undermine intrinsic motivation. Similarly, aversive strategies including punitive measures, material deprivation, parental rejection, and social isolation differentially affect academic self-efficacy and intellectual risk-taking, contingent upon their frequency and severity. Henceforth, a discrete, multidimensional analysis of the domestic environment yields far greater empirical utility than evaluating the familial ecosystem as a singular, undifferentiated construct.

Achievement Motivation

Achievement motivation refers to an individual's tendency or desire to accomplish tasks successfully and to attain or surpass standards of excellence considered personally or socially significant (McClelland et al., 1953; Atkinson, 1957). A student with a high level of achievement motivation generally strives to improve performance, assumes responsibility for completing assigned tasks, persists in the face of difficulties, and experiences satisfaction from successful accomplishment. Achievement motivation is not confined solely to competition with others; rather, individuals may evaluate their achievement in relation to their own previous performance or against internally accepted standards of excellence (Atkinson, 1957; McClelland, 1987).

Within the school context, achievement motivation plays an important role in determining how students approach academic assignments, examinations, classroom participation, co-curricular activities, and future educational goals. Students with stronger achievement motivation are generally more inclined to organise their efforts around meaningful goals, persist in academic tasks, and strive towards successful performance (Wigfield & Eccles, 2000). In contrast, inadequate motivation may restrict the consistent utilisation of a student's abilities and available learning opportunities. In the present study, achievement motivation was assessed through the Deo-Mohan Achievement Motivation Scale (AMSn-DM), which measures achievement-related motivational tendencies through statements concerning different achievement situations and graded response categories (Deo & Mohan, 2022).

Achievement motivation, however, develops within a broader social and experiential context. The family constitutes an important source of achievement-related beliefs, expectations, values, and behavioural experiences. Through everyday interactions, students receive messages regarding the meaning of success, responses to failure, expectations for performance, degree of independence, and recognition of effort. Research has indicated that parental support, expectations, involvement, warmth, structure, and control may be associated with the development of students' motivational beliefs and achievement-related behaviour (Grolnick & Ryan, 1989; Steinberg et al., 1992; Froiland et al., 2016). Therefore, examining achievement motivation in relation to the home environment may provide a more comprehensive understanding of individual differences in students' achievement-oriented behaviour that cannot be explained solely by school-related conditions.

Home Environment

Home environment may be understood as the psychological and interpersonal atmosphere developed through interactions among parents, children, siblings, and other family members. It encompasses the

nature and extent of support, discipline, freedom, affection, acceptance, demands, restrictions, and behavioural expectations experienced by a child within the family. Such family experiences may play an important role in shaping children's self-regulation, competence, adjustment, and achievement-related behaviour (Grolnick & Ryan, 1989; Steinberg et al., 1992). The Home Environment Inventory conceptualises the home environment through ten distinct dimensions, thereby facilitating an understanding of specific patterns of parent-child interaction rather than relying solely on an overall measure of family environment (Mishra, 2021).

The ten dimensions of the Home Environment Inventory are Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection, and Permissiveness (Mishra, 2021). Control refers to the extent to which parental behaviour directs and regulates the activities of the child. Protectiveness denotes parental efforts to protect the child from difficulties or potentially adverse situations. Punishment represents disciplinary practices involving unpleasant consequences in response to undesirable behaviour, whereas Conformity reflects parental expectations that children should comply with established family standards and behavioural norms. Social Isolation refers to restrictions imposed on the child's social interactions. Reward represents the use of material or symbolic reinforcement for strengthening desirable behaviour. Deprivation of Privileges involves withholding valued opportunities or privileges as a means of regulating undesirable behaviour. Nurturance reflects affection, care, emotional support, and encouragement provided to the child. Rejection refers to parental disapproval, emotional distance, or lack of acceptance, whereas Permissiveness indicates the extent to which the child is provided freedom to express views and act with comparatively less parental restriction (Mishra, 2021).

These dimensions of the home environment may have differential associations with the achievement motivation of students. Research has indicated that parental involvement, autonomy support, appropriate structure, acceptance, and encouragement are associated with favourable academic and motivational outcomes (Grolnick & Ryan, 1989; Steinberg et al., 1992). From a motivational perspective, social environments that support autonomy, competence, and relatedness are also considered conducive to the development of self-regulated and sustained motivation (Ryan & Deci, 2000). Conversely, highly controlling or unsupportive family interactions may influence the manner in which students approach academic demands and achievement-related situations. Nevertheless, the nature and magnitude of such relationships need to be established empirically, as different dimensions of the home environment may not be associated with achievement motivation in the same manner, and students may perceive and respond to similar family experiences differently.

Literature Background

Molla (2018) found in hist study that there was significant relationship between emotional intelligence and academic achievement motivation among college students. There was no significant difference in emotional intelligence of male and female students but significant difference was found in their academic achievements. A significant relationship was found between the emotional intelligence and academic achievement in science, humanities and commerce group students. **Ramana & Devi (2018)** found in their study that science stream students have better emotional intelligence abilities in comparison with students of Maths orientation. A positive correlation was found between Emotional Intelligence and Academic Achievement of students. **Bency (2019)** also found that achievement motivation level of these students

was found to be average, while their achievement levels showed an equal distribution across low, average, and high categories. Significant associations were observed in achievement motivation based on locality, but not for type of management, type of family, or monthly income. For academic performance, significant associations were found based on locality, type of management, and monthly income, but not for type of family. Importantly, the study identified a low positive correlation between achievement motivation and achievement among higher secondary students. **Moonadath and Deepthi (2024)** examined achievement motivation, self-efficacy, and home environment among adolescents. Their results indicated a positive relationship between achievement motivation and aspects of the home environment and emphasized the value of supportive family conditions for adolescents' motivational development. The authors also highlighted the usefulness of parental support programmes designed to strengthen the home climate. **Mugane, Wang'eri & Mutweleli (2025)** revealed that high levels of achievement motivation-characterized by regular study habits and strong linguistic abilities-positively correlate with superior performance in English. Furthermore, the results indicated significant gender-based differences in motivation levels. Consequently, the study recommends that students cultivate consistent and productive study routines while actively refining their language skills to maximize academic success in the English subject. **More recently, Ahmad (2026)** studied achievement motivation in relation to home environment among higher secondary students. Based on a sample of 500 students, the study reported a significant relationship between achievement motivation and favourable or unfavourable family conditions. The study reinforces continued interest in understanding how family context may influence students' desire to achieve.

The available literature therefore suggests that the home environment has educational significance, but findings are not always uniform across different dimensions, populations, age groups, and geographical settings. This provides justification for a large-sample investigation focusing specifically on Classes IX and X in the educational context of Shahjahanpur District.

Significance of the Study

The significance of the present study lies in its potential to contribute to a systematic understanding of the relationship between different dimensions of home environment and the achievement motivation of secondary students. The findings may provide useful empirical evidence for parents regarding family practices that foster confidence, persistence, responsibility, and achievement-oriented behaviour among adolescents. Teachers and counsellors may utilise the findings to identify students with comparatively low levels of achievement motivation and to plan appropriate guidance and motivational interventions. The outcomes of the study may also assist school administrators in strengthening home-school collaboration through parent-orientation and counselling programmes. Furthermore, the study may provide a useful empirical basis for educational planners and future researchers in designing suitable interventions and conducting further investigations into the familial, educational, and psychological correlates of achievement motivation among secondary students.

Objectives of the Study

The study is driven by four major objectives:

1. To assess the level of achievement motivation among secondary students.

2. To compare achievement motivation of secondary students based on socio-demographic factors: gender, school board, caste category and residential status.
3. To assess the status of different dimensions of the home environment among secondary students.
4. To compare the achievement motivation of secondary students having different levels of the various dimensions of home environment, and
5. To examine the relationship between achievement motivation and the dimensions of home environment.

Hypotheses

Following null hypotheses were formulated:

1. There is no significance difference in achievement motivation of secondary students based on gender, school board, caste category and residential status.
2. There is no significant difference in achievement motivation of secondary students having different levels of home environment.
3. There is no significant relationship between achievement motivation and home environment of secondary school students.

Methodology

Research Design and Procedure:

Keeping the mentioned objectives in the view, the present research work is categorized as *descriptive research* in nature. Geographically, the study was delimited to secondary schools located in Shahjahanpur district of Uttar Pradesh, and the investigation was carried out through *descriptive survey method*.

Study Population:

Population of the study in hand includes all students studying in class IX & X, located in schools of Shahjahanpur District. Based on information obtained from the office of DIOS, Shahjahanpur, there are 368 schools (high school and intermediate colleges) affiliated to UP board and 30 secondary schools affiliated to CBSE/ICSE, located in both rural and urban areas, and comprising approximately 80,000 students studying in class IX and X. All these students belong to the population of the present study.

Sample & Sampling Technique:

For obtaining primary data, the ***stratified random sampling technique*** was employed to form a representative sample. Because the number of schools affiliated with the CBSE and ICSE is as meager as 8.27% of total schools, the population was divided into schools belonging to the UP board and CBSE/ICSE in first stage so as to have somewhat equitable representation. In the first stage, 15% of UP board schools (approximately 50 schools) and 30% of CBSE/ICSE schools (approximately 10 schools) were chosen randomly. In the second stage, 20% of all students studying in classes IX and X were selected randomly from the chosen schools. This way, the sample was expected to include approximately 2400 students, but after final data collection and rejecting some defective/incomplete forms, total 1948 students belonging to a total of 60 schools comprised the sample.

Tools Used:

The researcher used following tools to collect primary data for present research:

1. **Achievement Motivation Scale** (AMSn-Dm) by Deo & Mohan (2022) consists of 50 items of suggested by McClelland and Atkinson. It was standardized on 13yrs+ boys and girls.

2. **Home Environment Inventory** (HEI- M.K.) by Mishra (2021) contains 100 items related to ten dimensions of home environment (I) Control (II) Protectiveness (III) Punishment (IV) conformity (V) Social isolation (VI) nurturance (IX) rejection and (X) Permissiveness. It was standardized on students of VIII to intermediate class.

Statistical Techniques:

Percentage analysis was used to describe levels of achievement motivation and home environment. Whereas the students were classified into categorical levels according to test norms, the percentage analysis, Mann–Whitney U test, Kruskal–Wallis H test, Chi-square test of independence, and correlation analysis were used to compare and examine the association between achievement motivation and home environment. Pearson's coefficient of correlation was employed to examine the relationship between achievement motivation scores and individual dimensions of home environment when assumptions for its use were satisfied. Statistical significance was judged at the .05 and .01 levels of significance.

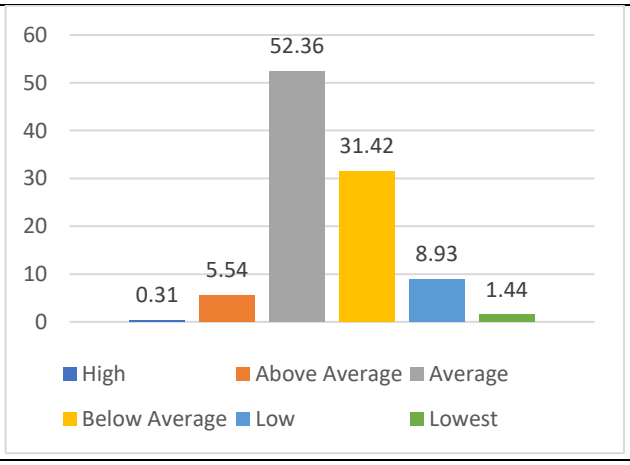
Data Analysis and Results

Achievement Motivation of Secondary Students

To assess the level of achievement motivation among secondary students, percentage analysis was carried out on the basis of the different levels of achievement motivation. The table 1 presents the percentage-wise distribution of secondary students across these levels.

Table 1- Levels of Achievement Motivation among Secondary Students

Level of Achievement Motivation	Total	
	N	%
High	6	0.31
Above Average	108	5.54
Average	1020	52.36
Below Average	612	31.42
Low	174	8.93
Lowest	28	1.44
Total	**1948**	**100.00**



Considering the overall sample of 1,948 students, the largest proportion, 1,020 students (52.36%), belongs to the Average Motivation category. This is followed by 612 students (31.42%) in the Below Average category, 174 students (8.93%) in the Low category, and 108 students (5.54%) in the Above Average category. Only 28 students (1.44%) fall in the Lowest Motivation category, while merely 6 students (0.31%) show High Motivation. Thus, the findings indicate that the achievement motivation of most secondary students is concentrated at the average and below-average levels.

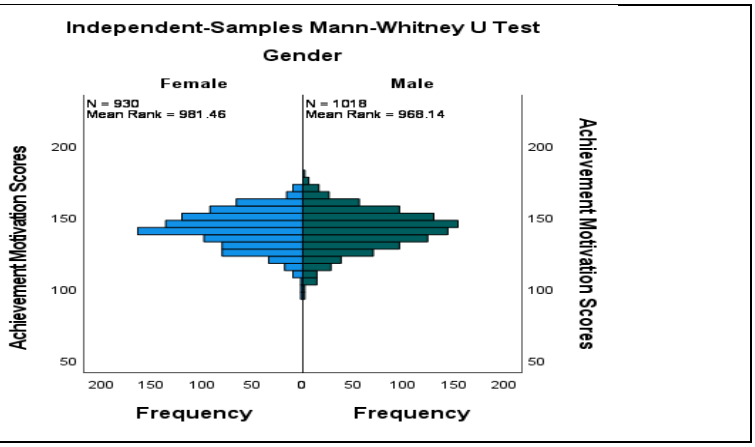
Socio-demographic Comparisons of Achievement Motivation

A socio-demographic analysis of data was also conducted with a view to identifying dispositions of achievement motivation regarding gender, school-board affiliation, caste categories and residential status

of students. The table 2a, 2b, 2c and 2d present the socio-demographic comparisons of secondary students across these independent factors.

Table 2a- Comparison of Achievement Motivation between Male & Female Secondary Students

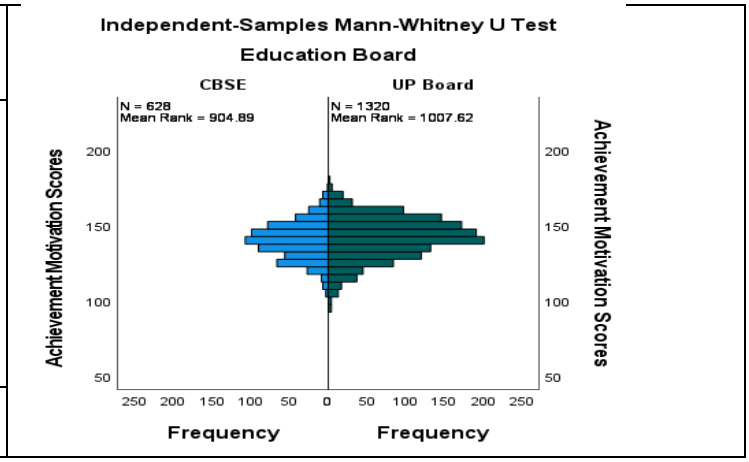
Gender	N	U_{Stat}	p
Male	1018	479840	0.602
Female	930		
Total	1948		
Null hypothesis retained.			



The Mann–Whitney U test was applied to compare the achievement motivation of male and female secondary school students. The obtained U-value was 479840 with a two-tailed significance value of 0.602, which is greater than the 0.05 level of significance. Although female students (Mean Rank = 981.46) showed a slightly higher achievement motivation than male students (Mean Rank = 968.14), the difference was not statistically significant. Therefore, the null hypothesis was not rejected, indicating that male and female secondary school students did not differ significantly in their achievement motivation.

Table 2b- Comparison of Achievement Motivation between Secondary Students of UP Board and CBSE/ICSE

Education Board	N	U_{Stat}	p
UP Board	1320	**370762**	**< 0.001**
CBSE/ ICSE	658		
Total	1948		
Null hypothesis rejected.			



The Mann–Whitney U test was employed to compare the achievement motivation of secondary students studying under the UP Board and CBSE/ICSE Boards. The obtained U-value was 370762 with a two-tailed significance value of $p < 0.001$, indicating a statistically significant difference at the 0.01 level. The mean rank of UP Board students (1007.62) was higher than that of CBSE/ICSE students (904.89), showing comparatively higher achievement motivation among UP Board students. Therefore, the null hypothesis

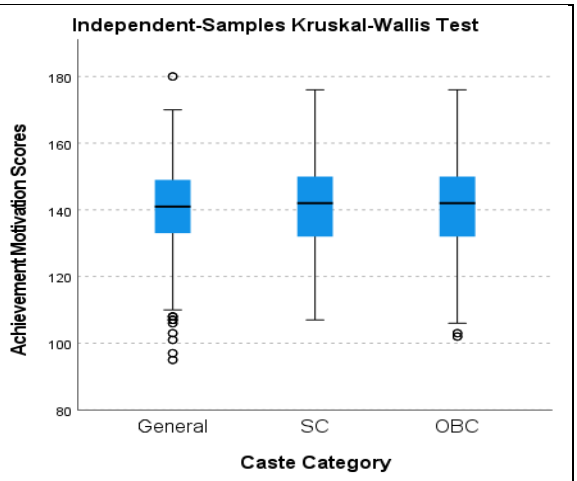
was rejected, indicating a significant difference in achievement motivation with respect to education board.

Table 2c- Comparison of Achievement Motivation between Secondary Students belonging to Different Caste Categories

Caste Category	N	*d.f.*	H_{Stat}	p
General	578	2	**0.956**[a,b]	**0.620**
SC	515			
OBC	855			
Total	1948			

a. The test statistic is adjusted for ties.
b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

Null hypothesis retained.

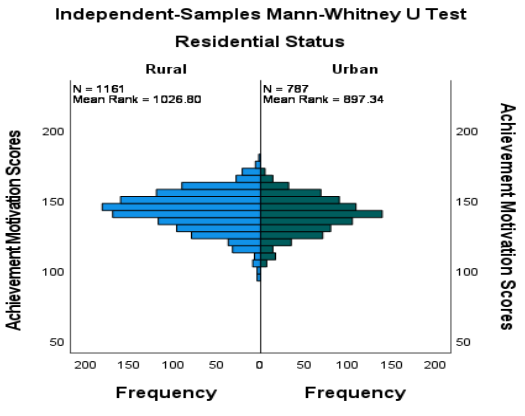


The Kruskal–Wallis H test was applied to compare the achievement motivation of secondary students belonging to General, SC and OBC caste categories. The obtained H-value was 0.956 with 2 degrees of freedom and a significance value of 0.620, which is greater than the 0.05 level of significance. Therefore, the difference in achievement motivation across the three caste categories was found not to be statistically significant. Hence, the null hypothesis was retained, indicating that secondary students belonging to General, SC, and OBC categories did not differ significantly in their achievement motivation. Since the overall test was non-significant, further post hoc comparisons were not required.

Table 2d- Comparison of Achievement Motivation between Rural & Urban Secondary Students

Residential Status	N	U_{Stat}	p
Urban	787	**517574.5**	**< 0.001**
Rural	1161		
Total	1948		

Null hypothesis rejected.



The Mann–Whitney U test was applied to compare the achievement motivation of rural and urban secondary students. The obtained U-value was 517574.5 with a two-tailed significance value of $p < 0.001$, indicating a statistically significant difference at the 0.01 level. The mean rank of rural students (1026.80) was higher than that of urban students (897.34), showing comparatively higher achievement motivation among rural secondary students. Therefore, the null hypothesis was rejected, indicating a significant difference in achievement motivation with respect to residential status.

Home Environment of Secondary Students

To assess the status of different dimensions of home environment among secondary students, dimension-wise percentage analysis was carried out on the basis of the different levels of home environment. The table 3 presents the percentage-wise distribution of secondary students across these levels.

Table 3- Levels of Home Environment (dimension-wise) of Secondary Students

Levels / Dimensions		Very High	High	Above Average	Average	Low	Very Low	Total
Control	N	230	444	466	502	156	150	1948
	%	11.81	22.79	23.92	25.77	8.01	7.70	100.0
Protectiveness	N	228	220	436	522	338	204	1948
	%	11.70	11.29	22.38	26.80	17.35	10.47	100.0
Punishment	N	70	238	396	410	296	538	1948
	%	3.59	12.22	20.33	21.05	15.20	27.62	100.0
Conformity	N	114	74	98	272	358	1032	1948
	%	5.85	3.80	5.03	13.96	18.38	52.98	100.0
Social Isolation	N	662	500	536	198	46	6	1948
	%	33.98	25.67	27.52	10.16	2.36	0.31	100.0
Reward	N	44	132	352	542	506	372	1948
	%	2.26	6.78	18.07	27.82	25.98	19.10	100.0
Deprivation of Privileges	N	728	498	538	136	40	8	1948
	%	37.37	25.56	27.62	6.98	2.05	0.41	100.0
Nurturance	N	150	310	450	560	376	102	1948
	%	7.70	15.91	23.10	28.75	19.30	5.24	100.0
Rejection	N	1074	422	324	88	32	8	1948
	%	55.13	21.66	16.63	4.52	1.64	0.41	100.0
Permissiveness	N	538	428	516	362	62	42	1948
	%	27.62	21.97	26.49	18.58	3.18	2.16	100.0

Table 3 presents the status of the home environment of 1,948 secondary students across ten dimensions. In the Control dimension, the largest group was at the Average level 502 (25.77%), followed by Above Average 466 (23.92%) and High 444 (22.79%). Similarly, Protectiveness was mainly Average 522 (26.80%), while Nurturance was also concentrated at the Average level 560 (28.75%). In the Reward dimension, the highest proportion was Average 542 (27.82%), followed by Low 506 (25.98%).

In contrast, Punishment was highest in the Very Low category 538 (27.62%), while Conformity showed a very strong concentration in the Very Low category 1,032 (52.98%). Higher levels were observed in Social Isolation, where 662 (33.98%) students were in the Very High category; Deprivation of Privileges, with 728 (37.37%) in Very High; Rejection, with a majority of 1,074 (55.13%) in Very High; and Permissiveness, with 538 (27.62%) in Very High. Overall, the findings indicate that the home environment of secondary students varies considerably across different dimensions, with some dimensions showing moderate levels and others showing distinctly high or low patterns.

Comparison of Achievement Motivation of Secondary Students having Different level of Home Environment

To compare achievement motivation of secondary students having different level of home environment researcher used Krukal-Wallis H test. Dimension-wise analysis is given in table 4.

Table 4- Comparison of Achievement Motivation of Secondary Students having Different Level of Home Environment

Home Environment Dimensions	Levels of Home Environment							H_{Stat} (d.f.=5)	p
	Very High	High	Above Average	Average	Low	Very Low	Total		
(A) Control	230	444	466	502	156	150	1948	3.898[a,b]	0.564
(B) Protectiveness	228	220	436	522	338	204	1948	**13.447[a]**	**0.020**
(C) Punishment	70	238	396	410	296	538	1948	**16.294[a]**	**0.006**
(D) Conformity	114	74	98	272	358	1032	1948	10.279[a,b]	0.068
(E) Social Isolation	662	500	536	198	46	6	1948	10.126[a,b]	0.072
(F) Reward	44	132	352	542	506	372	1948	**20.839[a]**	**0.001**
(G) Deprivation of Privileges	728	498	538	136	40	8	1948	**22.493[a]**	**< 0.001**
(H) Nurturance	150	310	450	560	376	102	1948	5.471[a,b]	0.361
(I) Rejection	1074	422	324	88	32	8	1948	**23.081[a]**	**< 0.001**
(J) Permissiveness	538	428	516	362	62	42	1948	8.569[a,b]	0.128

a. The test statistic is adjusted for ties.
b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

The Kruskal–Wallis H test was applied to examine differences in achievement motivation across different levels of the ten dimensions of home environment. Significant differences were found for Protectiveness ($H = 13.447$, $p = .020$), Punishment ($H = 16.294$, $p = .006$), Reward ($H = 20.839$, $p = .001$), Deprivation of Privileges ($H = 22.493$, $p < .001$), and Rejection ($H = 23.081$, $p < .001$). Thus, the null hypothesis was rejected for these five dimensions. In contrast, no significant differences were observed for Control ($p = .564$), Conformity ($p = .068$), Social Isolation ($p = .072$), Nurturance ($p = .361$), and Permissiveness ($p =$

.128). Therefore, the null hypothesis was retained for these dimensions. Overall, the findings indicate that achievement motivation varied significantly with certain specific dimensions of the home environment, while the remaining dimensions did not show statistically significant variation.

The findings from the post hoc inter-group comparison of secondary students' achievement motivation across different home environment dimensions are as follows:

Post hoc pairwise comparisons with Bonferroni adjustment revealed that the significant Kruskal–Wallis results were attributed to specific differences between levels of the home environment dimensions. For Protectiveness, a significant difference was found between the *Above Average and Low* levels (Adj. p = .011). For Punishment, the *Above Average and Very Low* levels differed significantly (Adj. p = .002). In Reward, significant differences were observed between *Above Average and Very Low* (Adj. p = .007) and between *Above Average and Very High* levels (Adj. p = .005).

For Deprivation of Privileges, significant differences occurred between *Average–Very Low* (Adj. p = .012), *Above Average–Low* (Adj. p = .041), *Above Average–Very Low* (Adj. p = .012), *High–Very Low* (Adj. p = .033), and *Very High–Very Low* levels (Adj. p = .036). For Rejection, significant differences were found between *Above Average–Low* (Adj. p = .001), *Very High–Low* (Adj. p = .001), and *High–Low* levels (Adj. p = .003). All remaining pairwise comparisons were statistically non-significant after Bonferroni adjustment.

Relationship between Achievement Motivation and Home Environment

To find out relationship between achievement motivation and home environment of secondary students, researcher applied test of independence and correlation analysis. Those are given in tables 5a and 5b.

Table 5a- Test of Independence of Achievement Motivation and Home Environment of Secondary Students

		Level of Achievement Motivation					***d.f.***	χ^2
Home Environment Dimensions	**Levels of Home Environment**	**Above Average or High**	**Average**	**Below Average**	**Low or Lowest**	**Total**		
(A) Control	Very High	8	136	62	24	230	15	**18.042**
	High	24	228	148	44	444		
	Above Average	32	252	134	48	466		
	Average	38	254	162	48	502		
	Low	8	78	52	18	156		
	Very Low	4	72	54	20	150		
	Total	**114**	**1020**	**612**	**202**	**1948**		P=0.260
(B) Protectiveness	Very High	16	122	62	28	228	15	**33.713***
	High	22	98	72	28	220		
	Above Average	12	230	144	50	436		
	Average	32	276	162	52	522		
	Low	24	194	100	20	338		
	Very Low	8	100	72	24	204		
	Total	**114**	**1020**	**612**	**202**	**1948**		P=0.003

(C) Punishment	Very High	6	34	12	18	70	15	**52.601***
	High	4	132	78	24	238		
	Above Average	22	188	132	54	396		
	Average	20	216	126	48	410		
	Low	20	152	100	24	296		
	Very Low	42	298	164	34	538		
	Total	**114**	**1020**	**612**	**202**	**1948**		P < 0.001
(D) Conformity	Very High	12	52	28	22	114	15	**47.56***
	High	6	40	20	8	74		
	Above Average	1	49	30	18	98		
	Average	13	129	92	38	272		
	Low	18	190	106	44	358		
	Very Low	64	560	336	72	1032		
	Total	**114**	**1020**	**612**	**202**	**1948**		P < 0.001
(E) Social Isolation	Very High	24	346	216	76	662	12	**18.105**
	High	42	258	156	44	500		
	Above Average	28	290	162	56	536		
	Average	16	96	64	22	198		
	Low & Very Low	4	30	14	4	52		
	Total	114	1020	612	202	1948		P=0.113
(F) Reward	High & Very High	6	106	42	22	176	12	**50.116***
	Above Average	26	148	126	52	352		
	Average	44	274	168	56	542		
	Low	18	286	148	54	506		
	Very Low	20	206	128	18	372		
	Total	114	1020	612	202	1948		P < 0.001
(G) Deprivation of Privileges	Very High	46	396	216	70	728	12	**28.476***
	High	20	270	158	50	498		
	Above Average	30	260	186	62	538		
	Average	10	64	43	19	136		
	Low & Very Low	8	30	9	1	48		
	Total	**114**	**1020**	**612**	**202**	**1948**		P=0.005
(H) Nurturance	Very High	10	68	52	20	150	15	**35.291***
	High	10	168	84	48	310		
	Above Average	34	242	134	40	450		
	Average	34	294	178	54	560		
	Low	16	196	138	26	376		
	Very Low	10	52	26	14	102		

	Total	**114**	**1020**	**612**	**202**	**1948**		P=0.002
(I) Rejection	Very High	56	556	350	112	1074	12	**20.358**
	High	30	222	128	42	422		
	Above Average	14	164	108	38	324		
	Average	10	50	20	8	88		
	Low & Very Low	4	28	6	2	40		
	Total	114	1020	612	202	1948		P=0.061
(J) Permissiveness	Very High	26	274	176	62	538	12	**20.315**
	High	18	224	144	42	428		
	Above Average	46	266	160	44	516		
	Average	18	202	104	38	362		
	Low & Very Low	6	54	28	16	104		
	Total	**114**	**1020**	**612**	**202**	**1948**		P=0.061
* Significant at 0.01 Level of Significance.								

The Chi-square test of independence was applied to examine the association between achievement motivation and different dimensions of home environment among secondary students. Significant associations were found for Protectiveness ($\chi^2 = 33.713$, df = 15), Punishment ($\chi^2 = 52.601$, df = 15), Conformity ($\chi^2 = 47.560$, df = 15), Reward ($\chi^2 = 50.116$, df = 12), Deprivation of Privileges ($\chi^2 = 28.476$, df = 12), and Nurturance ($\chi^2 = 35.291$, df = 15). Thus, the null hypothesis was rejected for these dimensions. In contrast, Control ($\chi^2 = 18.042$), Social Isolation ($\chi^2 = 18.105$), Rejection ($\chi^2 = 20.358$), and Permissiveness ($\chi^2 = 20.315$) showed no statistically significant association with achievement motivation. Therefore, the null hypothesis was retained for these dimensions. Overall, the findings indicate that only selected dimensions of the home environment were significantly associated with the achievement motivation of secondary students.

Table 5b- Correlation between Achievement Motivation Scores and Different Home Environment Scores of Secondary Students

	Achievement Motivation		
Home Environment	**r**	***d.f.***	**Significance (2-tailed)**
(A) Control	0.026	1946	0.249
(B) Protectiveness	-0.023	1946	0.311
(C) Punishment	**-0.097**	1946	**< 0.001**
(D) Conformity	**-0.066**	1946	**0.004**
(E) Social Isolation	-0.043	1946	0.056
(F) Reward	**-0.046**	1946	**0.041**
(G) Deprivation of Privileges	0.008	1946	0.718
(H) Nurturance	-0.024	1946	0.292

(I) Rejection	**-0.052**	1946	**0.021**
(J) Permissiveness	-0.034	1946	0.130

Table 5b shows correlation between achievement motivation and the ten dimensions of home environment among 1,948 secondary students. Significant negative correlations were found for Punishment ($r = -0.097$, $p < 0.001$), Conformity ($r = -0.066$, $p = 0.004$), Reward ($r = -0.046$, $p = 0.041$), and Rejection ($r = -0.052$, $p = 0.021$). These findings indicate that higher scores on these dimensions are associated with slightly lower achievement motivation, although the strength of the correlation is extremely weak.

In contrast, Control ($r = 0.026$, $p = 0.249$), Protectiveness ($r = -0.023$, $p = 0.311$), Social Isolation ($r = -0.043$, $p = 0.056$), Deprivation of Privileges ($r = 0.008$, $p = 0.718$), Nurturance ($r = -0.024$, $p = 0.292$), and Permissiveness ($r = -0.034$, $p = 0.130$) showed no statistically significant relationship with achievement motivation. Overall, four dimensions showed significant associations, whereas six dimensions were non-significant. Furthermore, whatever relationship found was assessed as extremely low.

Findings

Based on the data analysis, laid out in earlier section, the following are findings of the study:

- The achievement motivation of most secondary students was concentrated at the Average level (52.36%), followed by the Below Average level (31.42%). Only a very small proportion of students demonstrated high achievement motivation.
- No statistically significant difference was found between male and female secondary students in achievement motivation. Although female students obtained a slightly higher mean rank, the difference was not significant ($U = 479840$, $p = .602$).
- A significant difference was found between U.P. Board and CBSE/ICSE students. The mean rank of U.P. Board students was higher, indicating comparatively higher achievement motivation among U.P. Board students ($U = 370762$, $p < .001$).
- Achievement motivation did not differ significantly among students belonging to General, SC, and OBC categories ($H = 0.956$, $p = .620$). Thus, caste category did not emerge as a differentiating factor in achievement motivation.
- A significant difference was found between rural and urban students, with rural students obtaining a higher mean rank than urban students ($U = 517574.5$, $p < .001$).
- The home-environment profile showed considerable variation its ten dimensions. Control, Protectiveness, Reward, and Nurturance were largely concentrated around average or above-average levels, whereas Punishment and Conformity had comparatively greater representation at lower levels.
- Higher proportions of students were observed at the Very High level in Social Isolation, Deprivation of Privileges, Rejection, and Permissiveness, indicating that the nature of home environment was not uniform across dimensions.
- The Kruskal–Wallis test revealed significant differences in achievement motivation across different levels of Protectiveness, Punishment, Reward, Deprivation of Privileges, and Rejection.
- No significant variances in achievement motivation were found across the levels of Control, Conformity, Social Isolation, Nurturance, and Permissiveness under the Kruskal–Wallis analysis.

- The Chi-square test showed significant associations between achievement motivation and Protectiveness, Punishment, Conformity, Reward, Deprivation of Privileges, and Nurturance.
- No significant association was found between achievement motivation and Control, Social Isolation, Rejection, and Permissiveness under the Chi-square analysis.
- Correlation analysis revealed significant but extremely weak negative relationships of achievement motivation with Punishment ($r = -.097$), Conformity ($r = -.066$), Reward ($r = -.046$), and Rejection ($r = -.052$).
- Control, Protectiveness, Social Isolation, Deprivation of Privileges, Nurturance, and Permissiveness did not show statistically significant linear relationships with achievement motivation.
- Taken together, the results suggest that the influence of home environment on achievement motivation is dimension-specific rather than uniform. Certain parental practices and family experiences were associated with motivational differences, whereas others showed little or no measurable relationship.

The findings of the present study are broadly consistent with earlier researches. Moonadath and Deepthi (2024) and Ahmad (2026) reported that home environment is significantly related to achievement motivation, while the present study further showed that this relationship varies across specific dimensions of the home environment. The predominance of average achievement motivation and the significant difference between rural and urban students are also comparable with the findings of Bency (2019). However, unlike Mugane, Wang'eri, and Mutweleli (2025), the present study found no significant gender difference. Overall, the results indicate that home environment influences achievement motivation in a selective and multidimensional manner, with Punishment, Conformity, Reward, and Rejection showing weak but significant negative relationships, while several other dimensions remained non-significant.

Conclusions

The findings of this study demonstrate that achievement motivation among secondary students is predominantly localized within the average and below-average ranges, exhibiting a variance that resists attribution to any singular demographic or familial determinant. Contrary to monolithic socio-demographic assumptions, gender and caste category exerted no statistically significant effects on achievement motivation. Conversely, educational board and residential status emerged as significant predictors of systemic variation, with students enrolled in the U.P. Board and those residing in rural locales exhibiting significantly higher levels of motivational orientation.

Crucially, this investigation underscores the necessity of conceptualizing the home environment as a multidimensional construct rather than a binary (favourable versus unfavourable) condition. Comprehensive statistical analyses isolated several critical dimensions of familial interaction that covary with achievement motivation:

- Primary Covariates: Protectiveness, Punishment, Reward, Deprivation of Privileges, Rejection, Conformity, and Nurturance demonstrated robust statistical relevance.
- Marginal Predictors: Protectiveness, Punishment, Conformity, Reward, Deprivation of Privileges, and Nurturance exhibited significant statistical associations with achievement motivation.

Importantly, the significant correlation coefficients obtained across the four dimensions: Punishment, Conformity, Reward and Rejection, were generally weak to extremely weak. This indicates that while the home environment is a critical micro-system, it operates as one of several nested ecological factors influencing adolescent motivational development and achievement.

Consequently, these findings highlight the critical need for:

- Balanced parental involvement that pairs emotional scaffolding with autonomy & support.
- Constructive reinforcement and emotionally supportive, dyadic interactions.
- Reasonable behavioural expectations coupled with the systematic eradication of excessive punitive or rejecting parenting practices.

These findings also suggest that institutional/educational interventions designed to cultivate achievement motivation must move away from reductive, generalized assessments of the home or family unit. Instead, strategic interventions should be tailored to the nuanced, idiosyncratic dynamics of students' lived domestic experiences.

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