

# Home Environment and Achievement Motivation and their Effect on the Academic Performance of Selected Students of PSHS-BRC

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## Abstract

The family has an important role in children's cognitive performance and academic achievement (Alves, Gomes, Martins, & Almeida, 2017) while achievement motivation is positively correlated to academic achievement (Fini & Yousefzadeh, 2011; Amrai, Motlagh, Zalini & Parhon, 2011; Wang & Lin, 2008; Chowdhury & Shahabuddin, 2007; Hasan & Sarkar, 2018). Using case study method, this study aimed to determine the home environment and achievement motivation of selected students of PSHS-BRC, and how these affect their academic performance as well as their challenges, support received or sought, and the commonalities in their experiences and challenges. The participants were randomly selected Grade 10 and 11 students of PSHS-BRC during the AY 2019-2020. Data were gathered using validated researcher-made questionnaire, adopted Achievement Motivation Inventory (Muthee & Thomas, 2009), and informal interview. Results reveal that the selected students of PSHS-BRC have commonalities in their home environment profile, have satisfactory or better academic performance; and generally have moderate level of achievement motivation. Most of the challenges encountered in school deal with academic course work and dealing with teachers. Students have commonalities in experiences and challenges in terms of academic coursework, dealing with teacher, financial and motivational aspects. Home environment through family support and achievement motivation affect their academic performance favorably. Students generally receive support from peers, family and teachers through advice or encouragement. It is recommended that academic support system be provided or strengthened to further improve the academic performance of the students, and that the school adopt strategies so students will be able to better open up their concerns and challenges to the concerned school personnel.

**Keywords:** *home environment, achievement motivation, academic performance, commonalities*

## Introduction

Home serves as a child's first school whereas the family acts as the child's first teacher. It is where a child first makes his first experiences, discover emotions, develop his thinking and his perception of things. It influences a child when his mind is most receptive likely to provide the child a first impression in which the child may carry throughout his life as well as shape his attitude towards learning (Amadi & Ani, 2017). Oftentimes, a child sees his parents and other things in his or her immediate environment to be most noteworthy that he or she uses those as his basis of morals, attitude or self-development in general. Indeed, the family has an important role in children's cognitive performance and academic achievement (Alves, Gomes, Martins, & Almeida, 2017).

Not all children had the same home environments they grew up in. And not every child grew up with a complete and happy family. Some children may have grown up away from one or both biological parents because of work, some may have been raised by grandparents or relatives, some may even be adopted. There are various situations or experiences a child may have had growing up in what he believes as his home (Doley, 2017).

Aside from home environment, achievement motivation has been widely studied as a factor influencing performance and success. In the 1940s, McClelland initiated research on the person's motivation to perform a task well, and in the succeeding years, Atkinson and many scholars undertook many other scholarly undertakings. For instance, Atkinson

as cited by Weibell (2011) referred to achievement motivation as a theoretical model intended to explain how the motive to achieve and the motive to avoid failure influence behavior in a situation where performance is evaluated against some standard of excellence. Unlike theories on motivation based on biological and behavioral determinants, achievement motivation is based on cognitive and social cognitive perspectives (Weibell, 2011).

Achievement motivation importantly relates to education. As elaborated by Atkinson (International Encyclopedia of the Social Sciences, n.d.) achievement motivation, also referred to as the need for achievement (and abbreviated *n* Achievement), is an important determinant of aspiration, effort, and persistence when an individual expects that his performance will be evaluated in relation to some standard of excellence. Correlational studies have shown that achievement motivation or its components or aspects as positively correlated to academic achievement (Fini & Yousefzadeh, 2011; Amrai, Motlagh, Zalini & Parhon, 2011; Wang & Lin, 2008; Chowdhury & Shahabuddin, 2007; Hasan & Sarkar, 2018).

According to Dzever (2015), education is a method intended to instill learning, skills, and attitudes to help people cope with their environment well. Its main role is to encourage people to make self-realizations to the fullest. Education is a necessity to ordinary living that without it, an individual would be inadequate for group life. It is the way towards building the capacities and potentials of an individual as to set up that certain individual to be prosperous in a particular society or culture (Aremu, 2000). It is often said that education is a dominant instrument in developing intellectual abilities, molding social attributes, acquiring knowledge and skills. Verna (1997) suggests that for a nation to achieve its goal of developing its scientific and technological culture via education, it needs understanding of guarantee to the proposition that education is an essential tool for social and economic development of human welfare.

Academic performance refers to the level of performance, accomplishment or success in school (Dzever, 2015) and is the core of educational growth as said by Aremu & Oluwole in their study in 2001. Jansen (2004) described academic performance as the process of developing an individual's capacities and potentials to prepare that individual to be successful in a specific society or culture. From this outlook, education predominantly serves as an individual development function. However, it is imperative to keep in mind that academic performance may generally be a component of the context in which it occurs, and hence the fundamental abilities may differ according to the context.

The educational system is integral for every country as it can boost the development of any country (Dzever, 2015). The Philippines has already a fixed educational system set by the Department of Education for public schools. However, in Philippine Science High School – Bicol Region Campus (PSHS-BRC), as it is under the Philippine Science High School System (PSHSS) of the Department of Science and Technology (DOST), it uses a different system in which students have to be under an intensive, rigorous program focusing on science, technology and mathematics (STEM program). While PSHS-BRC boasts its students as one of the best in the Bicol Region, the question remains if all of its students adhere to the academic standard of the school's system, worthy enough to be labeled as scholars or achievers and believed to have outstanding academic performance.

In the PSHSS, students who have reached a general weighted average or GWA of 1.50 or above every quarter are given recognition and are part of the Director's List. These students are labeled as achievers and present good academic performances. However, not all students reach that certain mark to be in the director's list. A number of scholars do not reach the director's listers' mark for varied reasons. The reason for their lackluster performance, whether they lack focus, or develop some kind of attitude toward learning due to influences at home, is an area worth exploring.

In this study, the researchers aimed to determine how the home environment and achievement motivation of selected students of PSHS-BRC affect their academic performance. Specifically, it aimed to determine answers to the following questions:

1. What is the home environment profile of the students in the terms of:
  - a. Family type
  - b. Family size
  - c. Father's occupation
  - d. Father's educational background
  - e. Mother's occupation
  - f. Mother's educational background
  - g. Other relatives living with the family
  - h. Parents' living/marital status (living together, living separately, separated)
2. What is the academic performance of the selected students in the different subjects?
  - a. GWA
  - b. Specific grade per subject
3. What is the level of achievement motivation of the selected students?
4. What are the challenges they encounter in school involving the following:
  - a. Academic course work

- b. Dealing with Teacher
  - c. Financial Aspects of Academic Requirements
  - d. Motivational Aspect of Academic Requirements
5. What are the commonalities in the experiences and challenges of the students?
  6. How do home environment and achievement motivation affect academic performance of the selected students?
  7. What support to address the challenges encountered are provided by:
    - a. Peers
    - b. Adviser/Teacher
    - c. School Guidance Counselor
    - d. School Officials

**Materials and Methods**

*Research Setting*

The study was conducted in Philippine Science High School – Bicol Region Campus (PSHS-BRC), Tagongtong, Goa, Camarines Sur during the Academic Year 2019-2020. The institution is a specialized high school offering Junior High School and Senior High School to students who are scholars of the Department of Science and Technology.

*Participants*

The study involved 10 students consisting of Grade 10 and 11 scholars. The selection of the cases was guided by the following criteria: 1) Bona fide student of PSHS-BRC for AY 2019-2020; 2) Has willingness to voluntarily participate in the study; and 3) Has willingness to disclose personal information about home environment, challenges encountered and other pertinent information. To ensure adherence to ethical concerns, the following were done: 1) permission to conduct the case study involving the scholars was sought from the authorities of the school; 2) the informed consents of the scholars were sought, 3) the real identities of the cases were not disclosed.

*Tools and Instruments*

Data needed to answer the research questions were gathered or elicited using three different tools and techniques to ensure triangulation of data. These consisted of questionnaire, achievement motivation scale, and informal interview.

**Questionnaire on Home Environment, Academic Performance and Achievement Motivation** is a validated researcher-made and validated questionnaire

composed of three parts (see Appendix B-1). The first part deals on the personal information and home environment. The second part is composed of academic performance in the different subjects. The third part consists of open type of questions on challenges encountered as students, coping mechanisms with the challenges, experiences related to the students' achievement motivation and home environment.

**Achievement Motivation Inventory** is an adopted self-assessment tool on students' achievement motivation developed by Muthee & Thomas (2009) (see Appendix B-2). It consists of 32 statements in which 18 statements are positive and 14 statements are negative. The serial numbers of the items who displayed positive statements are the following: 3, 4, 5, 6, 11, 13, 14, 16, 17, 20, 23, 24, 26, 28, 29, 30, 31 and 32. The serial numbers of the items who displayed negative statements are: 1, 2, 7, 8, 9, 10, 12, 15, 18, 19, 21, 22, 25 and 27.

The respondents will respond to the five-point Likert scale with the following options: Completely Agree (C.A.), Mostly Agree (M.A.), Agree to some extent (A.S.E.), Mostly Disagree (M.D.), and Completely Disagree (C.D.). The scoring weights given to the responses are as follows:

**Table 1** Scoring Weight of Responses

Positive Statements		Negative Statements	
Point	Score	Point	Score
Completely Agree	5	Completely Agree	1
Mostly Agree	4	Mostly Agree	2
Agree to Some Extent	3	Agree to Some Extent	3
Mostly Disagree	2	Mostly Disagree	4
Completely Disagree	1	Completely Disagree	5

The scoring scheme ensured that higher scores indicate higher levels of achievement and lower scores indicate low levels of achievement. The adjectival equivalent for scores 1,2,3,4 and 5 are very low, low, moderate, high and very high respectively. Final scores must be the average score for each case to get the final level of achievement motivation.

**Informal Interview** is a data gathering technique used in order to validate or to seek substantiation to the responses to the questionnaire on home environment, academic performance and achievement.

## Procedure

The researchers ensure that rigors and ethics are observed with due diligence in the conduct of the case study. The following steps were undertaken to ensure reliable, valid and ethical data gathering.

First, the researchers sought the permission of the school to conduct the study. Since the school specifically the Office of the Guidance Counselor did not permit the access to the students' records, the researcher developed the questionnaire on home environment, academic performance and achievement motivation. The questionnaire was submitted to at least three jurors for validation. After the permission was granted, the validated questionnaire was administered to the students after seeking their informed consent. Then, search for an appropriate tool on achievement motivation was done, and then administered upon the recommendation of the jurors of the questionnaire. The responses were then tallied and organized into matrices as guided by the research questions. To further validate and substantiate the data gathered, one-on-one informal interview was conducted at the preferred schedule of the cases.

After completing the data for the 10 cases, analysis of the specific data on home environment, academic performance and achievement motivation as well as qualitative analysis were done carefully as guided by the research questions. The common themes were then elicited based on the analysis of data.

## Results and Discussion

### *Home environment profile, Academic performance, Level of achievement motivation, and Challenges encountered*

The Philippine Science High School – Bicol Region Campus (PSHS-BRC) under the Philippine Science High School System (PSHSS) has an intensive and rigorous academic program. Students experience academic pressure. The cases of the 10<sup>th</sup> and 11<sup>th</sup> grade students include the home environment profile, their academic performance, level of achievement motivation, and the challenges they encounter in school are presented by case.

#### *Case 1 – 17y/o Female Grade 11 student*

**Home Environment Profile.** This student comes from a family of four, an extended family type. She, her parents and her grandmother are living in the same house together at present. Her mother and father both graduated from college and both are currently working as private employees.

**Academic Performance.** Case 1 reported that she is rather doing fine with her academics with a current general average ranging between 1.31-1.45, making her qualified for the director's list. As a grade 11 student under the Specialization Years Program (SYP), she is currently taking a total of 7 subjects totaling to 9.4 units, a lighter load compared to lower years. All her grades for all the subjects are within the 1.00-1.25 range except for Mathematics where she got a grade within the 2.00-2.25 range. She said that Math has been a weakness of her ever since she was young and that she is more comfortable with humanities subjects.

**Achievement Motivation.** She states that she is easily motivated to do her academic requirements in order to finish it as soon as possible. She feels more motivated to achieve academically after addressing her challenges simply because of the feeling of accomplishment after dealing with her problems. She also shared that her experiences with her family is not much different to an immediate family type. Referring to her parents and grandmother, she stated that there are differences in opinions and how they think and do things. Also, she said that her grandmother does give her support rather than really say much about expectations. She added that the sense of accomplishment she gets after conquering her challenges is normally shared to the entire household. Based from the scores in her A.M.I. results, she got 15 moderate levels of achievement motivation out of the 32 responses with no record of very low levels.

**Challenges Encountered in School.** For her challenges, she said that time management is the biggest problem in her academics. The fast-paced teaching of the teachers is also giving her a difficult time catching up with the lessons. According to her, she does not experience any financial challenges as senior high school teachers rarely requires submitting physical outputs that require a lot of materials, she explained. She also added that her major challenge in academics is her slow comprehension of new lessons which is what she is currently going through. She said that it takes time before she understands a new lesson completely.

She revealed that she shares her challenges to her family and friends sometimes since they are able to relate or provide advices on what she should do next or how she can interpret her problems in a positive light. She stated that she feels relieved whenever she shares her struggles as it gives a lighter feeling. As for coping with her challenges, since she is mostly concerned with her academics, she studies her lessons after class, downloads tons of tutorial videos from the internet and asks others to teach her the things she is having a hard time in only when they are available. She said she has received help from her peers and family in dealing with her challenges by doing their best to motivate her

like saying things will get better and just work hard to overcome a challenge.

*Case 2 – 17y/o Male Grade 11 student*

**Home Environment Profile.** Coming from a big family of 7, this student also belongs to an extended family. His mother and father are still together but he does not live with his mother at the moment. His mother was able to finish college and now works as an Overseas Filipino Worker (OFW) while his father finished high school and currently works as a farmer. At home, he currently lives with his father, grandparents and his siblings. Living with them is the family of his sister who's already married and has a daughter.

**Academic Performance.** Case 2 reported that he's doing well in his academics at the moment as reflected in his current General Weighted Average (GWA) ranging between 1.31 – 1.45, making him part of the director's list. A Grade 11 student like case no. 1, he is also under the Specialization Years Program (SYP) in which he only takes 7 subjects amounting to 9.4 units, making his load lighter. His grades for each of his subjects are all passing all of which are in the range between 1.00 – 1.75.

**Achievement Motivation.** He said that he is not easily motivated to do his academic requirements because he puts his attention mostly on his other life, his life away from school, as he feels that doing school requirements doesn't have much merit aside from doing it for compliance and having a mark. He also said that he feels more motivated to achieve in academics whenever he addresses his challenges because it makes it easier for him to actually achieve academically after solving problems that he has faced as he has already had the experience to do so. He also mentioned that he does not experience any odd encounters with the family even if it is not just the extended family he is dealing with but also his mother's absence at home. He too has shared some of his academic accomplishments since he went to school and claimed that those serve as motivation for him to achieve more. His scores from the A.M.I. revealed the presence of all levels of achievement motivation where 10 out of 32 recorded high levels.

**Challenges Encountered in School.** As for his challenges, his main problem with his academics is procrastination. He said it happens almost every time. He said that there is not much academic workload but sometimes, there can be very huge loads of requirements. He recalls an experience that the workload was too much to the point where he wasn't able to submit some of the requirements. He also voiced his concern in dealing with teachers, that he experiences some kind of intimidation from them. He

said that a few teachers intimidate him mainly because of their behavior but also because of the tremendous amount of schoolwork they give to their students. He doesn't have any problem with finance since only a few things are required to be actually bought and most requirements in senior high school are written outputs. He shares that his major challenge is that there are too many requirements to be submitted, and that is what overwhelms him at the present. As far as financial problems are concerned, he admitted that he sometimes lacked the money for necessities and other requirements, but he said that he could get by with whatever he has now.

The student said that he seldom shares the challenges he faces but when he does, he tells his friends and family about them. He said he rarely shares because he prefers to solve his problems on his own although he does share his struggles whenever necessary. He also mentioned that he feels relief when he shares his challenges as this makes him realize that he has finally found a purpose in overcoming his adversities. To cope with his challenges, for academics, he said that he tries to do his requirements days before the deadline so that he could have the chance to review and improve his work or submit it early. As for his financial challenges, if he's short on money, he asks his father for money or he withdraws his atm card where he gets his stipend provided in his scholarship. He also shared that he receives help from his family in dealing with his challenges and that they mostly give him motivation, advices and some financial support.

*Case 3 – 16 y/o Female Grade 11 student*

**Home Environment Profile.** A part of a family of 4, the family of this student falls under the category of a single parent home. Her parents are now live separately, but they are not legally separated. She is currently living in their home with her brother, grandmother and her aunt. Her parents are both college graduates; her mother is now working overseas as a nurse, while her father is currently self-employed.

**Academic Performance.** Provided that her current General Weighted Average (GWA) is somewhere between 1.16 – 1.30, making her part of the director's list, case 3 indicated that she had performed fairly well in her academics. She shared that this is only her third time being part of the director's list after also being qualified in the last two quarters. Since she is also a grade 11 student under the Specialization Years Program (SYP), she has a lighter unit weight than her juniors and takes seven subjects weighing a total of 9.4 units, and all of her individual marks for each of her subjects are in the range of 1.00 – 1.50, displaying a good performance for this quarter in her studies.

**Achievement Motivation.** She said that she is easily motivated for achievements since she always thinks of the sacrifices her mom does for their family. She too said that she feels more driven to achieve academically whenever she addresses her challenges. She explains it by saying “because a long journey begins with a single step” and she believes that the challenges she survives make her braver and more willing to face what the future may bring. She also provided some news regarding their family’s current situation. Her parents aren’t legally separated, and she is currently living with her mom even though she’s not usually at home as she works abroad. She also mentioned that she is now in a no-contact relationship with her dad after he left home. She also revealed that that she sees her mom as role model for her. “The term “mom” explains it all, she deserves all the best for working hard for our family. And I’m also working my way to give her the best life she deserves”, she added. Results from her A.M.I. showed 16 or half of her responses have moderate levels of achievement motivation and no very low levels were recorded.

**Challenges Encountered in School.** As for the challenges she faces, she says that lack of other people’s cooperation in group works is a problem for her at school. Sometimes she doesn’t have the courage to tell people or ask for help. Being a leader is hard for her since she’s afraid of being ridiculed by people. Her deal with the teachers, she claimed that some of her teachers don’t teach thoroughly. They simply give handouts and activities even though the students don’t have full understanding of it. She also said that she sometimes faces financial challenges, only when there are emergencies with either her or her brother. She admitted that a major challenge she is currently facing is hugely about her academics -- the pressure she is getting from her peers, family and herself.

She shares her problems with her friends & partner, but only seldomly because she said that she does not trust people that much easily, but as for her partner, she said that he knows her very well and is deserving of her trust. She also disclosed that even though she shares her problems, nothing changes to what she feels. She usually gets told the lines “It will all pass. You can do it!” when she receives advices or suggestions. As for coping with her challenges, she just learns to adjust and handle them and then later makes those struggles as her inspiration to continue living a happy life. Her peers are usually the ones helping her by merely listening to her and give her advices.

*Case 4 – 16 y/o Male Grade 11 student*

**Home Environment Profile.** This understudy comes from a nuclear type of family with 5 members. He is currently living with his parents along with his 2 siblings. His parents are married, and both employed

in private institutions. His mother is a college graduate and his father is a college graduate too and was able to earn a master’s degree and a technical-vocational degree as well.

**Academic Performance.** His academic performance is decent with a current General Weighted Average (GWA) between the range of, which makes him a little short in qualifying for the director’s list. As a senior high school student under the Specialization Years Program (SYP), he is also currently taking 7 subjects equal to a light weight of 9.4 units. His marks differ individually for each subject. He mostly had grades on his subjects from 1.00 – 1.75 but he even had a couple from 2.00 – 2.25.

**Achievement Motivation.** He said that he is a person who is not easily motivated because it has become a habit of his over the years. However, when he addresses his challenges, he feels more motivated to achieve in his academics because he believes that he becomes more capable to focus on things and his studies after he solves his problems. He also shared that his family lives a fairly ordinary life just like how he views most families do. The whole family is very religious, and he said that it’s what makes them bond the most as a family. He added that his school life has always been the same from his early years up to now. He has always been the chill type of student and he is wondering why most students are aiming to achieve and always excel in school when the purpose of attending school, to him, is to learn and just something to finish. His A.M.I. results reveal nine (9) out of 32 responses showed low levels of achievement motivation as well as four (4) very low levels.

**Challenges Encountered in School.** He said that the challenges he encounters in academics are procrastination, the lack of supplies, and himself. He mentioned that he is very chill when it comes to academics. He stated that he feels no need to stand out in class because he doesn’t really want attention and just wants to be left on the sidelines. Concerning the teachers, he said that he’s been having problems with them because of their lack of preparation and familiarity of the topics, and they give too many practical works. Nevertheless, he does not face any financial problems along the way since he said he has savings surplus as he is not a big spender and he is a big cheapskate. His major difficulties in his studies are he rarely makes any submissions and dealing with his teachers gives him lots of stress because of their vagueness. As for current challenges he is facing, he said there’s nothing he can think of aside from his laziness.

The student also revealed that he never shares his challenges with other because it never comes up to him on why he should. He has always thought that he

can solve his problems on his own because he believes every solution can be found. He said that he does not know the feeling after being able to share problems with others because he has never done it, not even to his own family. He thinks that it's just going to be burdensome on the receiving party when he shares his problems as he believes that others have their own problems to deal with. Although he doesn't share his struggles to others, he has always received advices and suggestions from his peers, family, teachers or he lectures himself after having deep thoughts and sudden realizations. Usually, he gets told to avoid being lazy or asleep most of the time and try to put in some effort on his academics.

#### *Case 5 – 16 y/o Male Grade 10 student*

**Home Environment Profile.** Coming from a family of four, this student's family falls under the nuclear type. He is currently living with both his parents and a sibling at their home. Both of his parents are college graduates, and both are currently working as caretakers of a private resort in where their family's home is actually situated.

**Academic Performance.** This student has made it into the director's list with a current General Weighted Average (GWA) ranging between 1.31 -1.45, a display of good academic performance for this quarter. He's currently a junior high school student under the Foundation and Advancement Years Program (FAYP), so he takes a total of 10 subjects amounting to 10.3 units. The weight of his units is larger compared to senior high school students and he states that workload coming from all the subjects are really heavy. His individual grades per subject are impressive, all of which are within the 1.00 – 1.75 range.

**Achievement Motivation.** He said that he does not get motivated easily simply because laziness takes the better of him most of the time. He mentioned that he feels more motivated to achieve in academics whenever he addresses his challenges since it makes him focus more and that addressing challenges can also be helpful as one can learn lessons from it and later on use the lessons in conquering other challenges with less difficulty. In his family, he shares that they have no problems at all, although they struggle with finance from time to time. He also told us about their family's current living situation. They live inside the resort where his parents work, and the owner of the place also supports him by paying for his carpool services. For his academic experiences, he said that achieving in academics can boost self-esteem and promotes academic excellence more. He also mentioned that when he sees others doing requirements and working hard, it motivates him to do the same. Based from the garnered scores from his A.M.I. results, he got seven (7) very high levels of achievement motivation out of the

32 items and only recorded three (3) very low levels.

**Challenges Encountered in School.** His challenge in his academics is the very hectic schedule as 10<sup>th</sup> grade is believed to be one of the most tiring year levels in high school according to the stories of his seniors. Along with the very hectic schedule comes the heavy work load he and his batchmates endure. His only concern with his teachers is their frequent mood swings that can affect the class's mood as a whole which he finds it very irritating. He also shared that he does not have any financial problem in school since he has his 4000-peso stipend every month provided by the government and he said it's enough for him so far. He also earns from his part-time job which is a small loading business and his earnings help him fill his other needs. He said that his major challenge is his academic requirements and that is what he is currently facing.

The student also revealed that he often shares his challenges to his friends because he thinks that his friends can help since they are in a similar situation or can relate to him. He stated that he feels relief when he addresses his struggles because the weight of his problems lessens when shared. He too said he feels happy when he shares his problems because of the people who were willing to listen to him. According to him, the advice he usually gets is not to be lazy as much as possible which he also tells himself. His manner of coping with his challenges is by managing his time well and he always try to be productive as much as possible. He often gets help from his peers and they always tell him to practice proper time management and aim for maximum productivity for satisfactory results.

#### *Case 6 – 16 y/o Male Grade 10 student*

**Home Environment Profile.** This student belongs to a family of three which falls under the single-family type. He said that he and his older sister were raised by their mother alone for as long as he can remember. His mom is an elementary graduate and is now working as a private employee. He and his sister never got to know their father and they do not have any information about him. This student currently lives with only his mom and older sister at their home.

**Academic Performance.** He shared that he is currently having a hard time with his academics. His current General Weighted Average (GWA) is within 1.76 – 2.00 which is considered satisfactory, but still passing. Also, a grade 10 student like Case no. 5, he too is under the Foundation and Advancement Years Program (FAYP) and is currently taking 10 subjects all at the same time with a total of 10.3 units which for him, is very heavy. His individual grades vary in each of his subjects; some with good marks ranging from 1.50 – 1.75, but most of them fall below the 2.00 mark,

in which he received four marks at the 2.50 – 2.75 range, which are considered as probationary status marks.

**Achievement Motivation.** He said that he does not get easily motivated because he is somewhat a lazy person. However, when he addresses his challenges with academics, he said that he feels more motivated to gain achievements because he will know where to modify himself, in terms of his habits and practices. As for other experiences, he shared that he's kind of going through a hard time not having a father to share his problems with. He adds that there are some things that he could not share with his mother and older sister, and that having a father would be nice to tell those other things he couldn't share to his mother and sister. 19 or more than half of his responses were recorded to show either moderate or high levels of achievement motivation based from the results of his A.M.I.

**Challenges Encountered in School.** Regarding his studies, he said that he is really having a hard time on memorization as he experiences difficulty in retaining a lot of information at the same time. He also said that he feels his teachers expect and demand way too much from their students and as a self-confessed slow learner, this makes things very challenging for him. He mentioned that he is not worried about his finances since he says he can handle it. He also said that academics is a major obstacle in his life since there is a lot riding on it and complications like high expectations from his teachers. He also admitted that he currently has an addiction for games and that this addiction makes him easily distracted to the point that he forgets the more important things – his studies.

He said that he rarely shares his challenges with others, almost never because he has no desire to be a burden on others. He likes to keep his problems to himself and try to solve it alone, but when he is able to share his struggles, he said that he just feels sad for no particular reason, or simply self-pitying. He mentioned that he is usually told “you can do it if you practice” when he receives advices or suggestions from his peers or teachers who also motivate him. As for his coping mechanisms, he said that copes with his problems by looking for ways on how to solve them.

#### *Case 7 – 16y/o Female Grade 11 student*

**Home Environment Profile.** Currently living with her grandmother, this student grew up and was basically raised by her grandmother. Her parents are still together but they are not at home because of their work. Both of her parents are college graduate and are currently working away from home as private employees. At home, it's just her and her grandmother along with her aunts & uncles plus their house helpers.

**Academic Performance.** Case no. 7 narrated that her current academic performance is doing well as her General Weighted Average (GWA) is between 1.46 – 1.60. Her exact GWA is just a little off from the qualifying mark for the director's list but is already good as per school standards and can be considerably called as a “potential lister”. Another senior, also under the Specialization Years Program (SYP), she is currently taking a lightweight number of 7 subjects equal to 9.4 units. Her current marks for her individual subjects are all within 1.00 – 1.75.

**Achievement Motivation.** She said that she is not easily motivated because she would rather relax first. She mentioned that she feels more motivated to achieve in her academics when she conquers her challenges because it would make things simpler now that she has been able to do so. She also shared that she primarily lived in a nuclear family type when she was younger but when her mother went to work abroad and her father moved to work in Manila, she was left with her grandmother and was practically raised by her grandmother for most of her time growing up. A third of the total number of items were found out to show either high or very high levels of achievement motivation based from the results of her A.M.I.

**Challenges Encountered in School.** According to her, her problem with her academics is that she doesn't manage her time very well. She would slack off first and then when the deadlines come near, she would end up cramming everything. She said she has no issues whatsoever with her teachers. Also, she does not have any problem with her finances since she's given enough money for her academic requirements from her parents and also from her grandmother. She said that she thinks her habit of procrastinating is her major challenge and the lack of motivation is the current challenge she is facing.

She mentioned that she sometimes shares her challenges to her family and friends because she trusts them. Also, because they understand her and why she acts somehow differently from time to time. When she shares her problems with others, she said that she feels more stressed because it makes her recall and think about her challenges again. She shared that her coping mechanism to her struggles is to just cram but she insists that she tries to address them as early as possible and whenever she feels like it. She also said she would usually get advices and suggestions from her peers that motivate her.

#### *Case 8 – 17y/o Male Grade 11 student*

**Home Environment Profile.** This student comes from a nuclear family and is currently living with his mother and father along with his two sisters. His older sister currently works in Manila but would come



home from time to time. At home, their family lives with other relatives such as his grandaunt as well as his uncles & aunts. His parents are married and both college graduates. Currently, his mother works as a nurse while his dad just retired from being a seafarer and now works as a municipal councilor.

**Academic Performance.** Case no. 8 reported that he is doing well in his academics, with a current General Weighted Average (GWA) between 1.31 -1.45, making him part of the director's list. A senior high school student, he is also under the Specialization Years Program (SYP) and is currently taking 7 subjects only weighing 9.4 units. His individual grades for each of his subjects are all within 1.00 – 1.75, a display of good academic performance.

**Achievement Motivation.** The student said he is easily motivated but it depends on the subject matter, whether he understands it easily or of his interest. According to him, he does not feel more motivated in achieving academically when he addresses his challenges because he is already aware of his capabilities that the problems have no significance on him and his abilities. He believes that it is all in the right mind set. He also shared some experience he had in his family. He said that for the past 16 years of his life, the only parent he grew up with was his mother as his father was an Overseas Filipino Worker (OFW) as a seafarer. However, his father recently came home and decided to retire from his old work and work locally. He disclosed that his father wants to impose new rules and standards that it's hard for him and his younger sister to adjust since they were already used to the way their mother runs the household. Based from the results of his A.M.I., it was found out that 12 out of 32 items showed very high levels of achievement motivation and only two displayed very low levels.

**Challenges Encountered in School.** Time management is a huge challenge in his academics. He said that procrastination disrupts his time management and that it results to cramming of works, and he can't seem to do anything about it as it already became a habit. Also, he talked about workload balancing as another problem of his. He said there's too much work and due to his episodic laziness, workload usually piles up. He said that some of his teachers were too inconsiderate giving intense workload given the lack of time. He stated that the workload is not in proportion with their time allowance. He also complained that some teachers have their favoritism on students who excel, not paying attention to regular students. He said that he believes that some teachers are being unreasonable with their ratings. As for financial concerns, he insisted that he has sufficient budget allotted weekly and he wisely spends on what he just needs as he is very conscious on what he spends. A major challenge for him is dealing with his teachers.

He shared that he is afraid of degrading comments which he says the teachers do to his peers when they criticize their teachers, so he tends to just stay behind. As for the current challenges he is facing, it's about relationships. He said that some relationships are hard to maintain. He shared that he does not know if he's keeping his friends on check and that he feels some are growing distant. He also revealed that he's having dilemmas on romantic relationships as well.

The student said that he does not share his struggles with others, but when he does, he does it seldomly. It is because he is afraid of being judged and he doesn't want to disrupt others and as long he can handle things alone, he'd try to solve his problems by himself as it helps him learn to be an independent individual. When he addresses his challenges, he said he feels mixed emotions. Sometimes he feels comfort when he is able to share but he also feels insecure that the odds may be against him. He said that usually, he knows what to do and is open to any outcome, positive or not. But when he shares, he said that the advices that he gets remind him that he's just human and grounded. He shared that he copes with his problems by looking at the bright side of the things, neglecting negative thoughts, regulating stability of his emotions and by doing the things he that he loves.

*Case 9 – 17y/o Female Grade 11 student*

**Home Environment Profile.** This student belongs to a family of five and a single parent household. She currently lives with her two brothers and her mother. Her parents now live separately but they used to be live under the same roof when she was younger. She said that she has communication with his father from time-to-time. Her parents are both college graduates, with her mother able to earn a PhD. Her father currently works as a college instructor while her mother works as a lawyer.

**Academic Performance.** She is excellent in her academics with her very high General Weighted Average (GWA) ranging between 1.00 – 1.15. She takes up only 7 subjects which amounts to 9.4 units under the Specialization Years Program (SYP) being a senior high school student. Her individual marks in each of her subject are as excellent as her overall mark. All of her marks are of 1.00 – 1.25 except for one subject which she said is her ultimate nemesis – Mathematics, although she also reported a good mark in Math, with a grade in the 1.50 – 1.75 range.

**Achievement Motivation.** Case no. 9 said that she not is not motivated easily and that is because it has something to do with her own physical and mental wellbeing at a given moment. On most occasions, she said that she procrastinates for hours and regret later. She also stated that she does not feel more motivated

achieving academically after addressing her challenges since she knows she'll be dealing with the same challenges again after addressing one. She also shared some of her experiences like she used to live with both her parents but now she only lives with one parent, her mother. When she used to live her father, she said he would put a lot of pressure on her regarding her academic performance back in elementary. She added that her mother was more laid back and let her do whatever she wants as long as she was not getting failing grades. She further said that back in seventh grade, she would not and did not want to exert effort on studying because for the first time since in her school life, there was no competition between her and her classmates and that she did not have to score higher than everybody else. Eventually, that mentality phased out of her. She started to actually study during the last quarter of seventh grade and became a director's lister. The only motivation she had that time was that she needed to be better for herself, although now she said it has changed to wanting a good future and serving the people. Results from her A.M.I revealed that more than half of the responses show either moderate or higher levels of achievement motivation.

**Challenges Encountered in School.** She faces procrastination, exhaustion from excessive work and gadget distraction as her challenges in her academics. She also said that some teachers give too much workload for a single subject, not considering that students also have other subjects. She claimed that she does not have any trouble with her finances since there are only a few instances where she has to spend on academic requirements. Though on cases she needs to, she said she can now easily ask from her parents since they have more stable jobs now unlike before. A major challenge for her remains – academics. She said that it is her current challenge plus her exhaustion from requirements along with the lack of sleep.

She said that she sometimes shares her struggles with her friends because according to her, they understand the hardships she goes through since they also go through hardships. Her peers provide her comfort and gave her advices which she said is of great help to her. She also mentioned that she feels relief whenever she gets to share her problems. She usually receives just empathy from friends because they all have their own problems and she said that they're very similar with each other. As for her challenges, she does not think that her coping mechanisms are effective in dealing with her struggles, but she said she does try to schedule time for doing a given requirement and then rest a bit or continue the next day when she feels like she's overworking herself. She also said that she asks her friends for help whenever they are free. In dealing with her procrastination, she mentioned that she reminds herself that there will be a lot to cram if she doesn't finish it soon.

#### *Case 10 – 16 y/o Male Grade 11 student*

**Home Environment Profile.** This student currently lives with his mother and aunt along with his other aunts & uncles plus his grandparents. He said he considers his core family as a family of three – him, his mom and his aunt. He never knew anything about his father, and he said he does not really have any interest too. His mother and aunt are the ones who raised him up till now. His mom graduated from college and also got her master's degree and a PhD. Now, his mom is working as a college dean at a local school at their hometown.

**Academic Performance.** Case no. 10 said that he is a good student. He is also a talented journalist. He has a good General Weighted Average (GWA) ranging between 1.40 – 1.60. He is a director's lister. He is also a consistent contestant for the school's radio broadcasting team. He has been with the team for almost 3 years and he said he has plans on joining in the annual competitions up to his final year in high school. Under the Specialization Years Program (SYP), he's also currently taking only 7 subjects with a total weight of 9.4 units. His individual marks for his subjects are between 1.00 – 1.75 except for one – Mathematics. He said that he can manage in every subject he is taking except for mathematics. Recently, he said he has been excused from almost every class for practice with his broadcasting team and he disclosed that catching up with math is the hardest.

**Achievement Motivation.** He said that he is not motivated easily but he can be sometimes. He adds that it's more of not being easily motivated since he is too lazy to do requirements even at home. Well he shared that he is motivated to achieving more in academics when he addresses his challenges because he thinks that if he is able to overcome some of the gruesome hardships in his life, he's pretty sure he can also overcome his current struggles, may it be in academics or not. He didn't share much about his family and other experiences aside from the fact that his mom is still able to fully support him with school despite her being a single parent, although he said that he still does receive help from other family members. Based from the results of his A.M.I, it was found out that half of his responses showed either low or low levels of achievement motivation.

**Challenges Encountered in School.** For his challenges, he shared that the lack of help or support from his mom is one. Because his mom is always at work, he couldn't get advice or suggestions on how to handle his problems. He says he has very poor time management skills, so he doesn't finish his requirements without being super stressed, and since he's very active in joining competitions like the journalism press conference, he is very far behind the

lessons in class. He said he has no problems with his teachers because he thinks of all the teachers as his friend. As for financial issues, he claimed that he does not have any since his mom has a well-paying job which enables her to provide for them at home, including her grandmother, their needs and his other relatives would also provide for the family back at home. According to him, his major challenge at the moment is his academics, especially how he balances joining in extra-curricular activities like his competitions and the classes at school itself.

He said that he often shares his problems to his friends, family and his partner since he thinks that sometimes he can't handle his struggles alone and said "we all need someone to listen to us". He also said that whenever he is able to share his problems, he feels relieved and happy. He mentioned that he would be often advised by his peers, family and some of his teachers to not impose too much stress on himself, and he has them to lean on. He shared that some of his teachers were understanding enough to make him catch up with the lessons he'd missed. He added that those may sound cliché, but it definitely gives him very much relief in times of struggle. In order to cope with the challenges, he said that he tells himself to exert extra effort and ask help from others.

#### *Commonalities in the 10 Cases of Selected Students of Philippine Science High School – Bicol Region Campus*

The 10 students from PSHS-BRC who participated in the study are generally from nuclear, extended or single parent family types, except for one who is from a grandparent family type. All of them belong to families with sizes not larger than seven, some living with other relatives at home. All have working parents, and all are children of whose at least one of the parents finished college, excluding one student whose mother is a single parent and only finished elementary school.

All students have good academic performance given their passing General Weighted Averages (GWA), seven of which qualified into the director's list. The GWAs of all the 10 students are way above the minimum academic standard of the school which is 2.25. All of them also have no failing grades of 4.00 below in any of their subjects, while one student had grades ranging between 2.50 – 2.75.

Based on the data analysis for the students' level of achievement motivation, all of them have high levels of achievement motivation except for two who were found out to have low levels of achievement motivation. The common challenge the students face is their overwhelming academic workload or the large number of requirements. Also, all have slight issues dealing with their teachers, from the manner of teaching, to the imposing of huge loads of

requirements. All have said that they have little to no financial struggles, although some experience it but very seldom.

The respondents in general, are people who are not easily motivated, with a few who are but most feels motivated whenever they address a challenge of theirs. Most students are also not fond of sharing their problems with others, but some still do whenever they feel necessary. A common answer to what they feel after sharing their struggles is they feel relief. They all get help from their friends or peers. Not one of students ever mentioned about seeking or getting help from guidance counselors and also how the school authorities support the school's students with the challenges they encounter.

#### *How Home Environment and Achievement Motivation Affects Academic Performance of the Students*

**Home Environment.** The home environment of the ten selected students generally affects the academic performance of the students favorably. Through family support in the form of encouragement or advice, the students sustain their academic performance to a satisfactory level or better. Results reveal that the students have different family type though they have parental presence in the household. The parental presence means that the students can receive family support in person when students go home or through messages when they are in school. In addition, as noted from the data, the students generally have parents with high educational attainment and employed. This implies that parental background could provide a positive influence in the students' academic performance.

The home influences a child when his mind is most receptive (Amadi & Ani, 2017). The home environment and parental background are considered crucial to students' academic performance. Studies have shown its impact on academic achievement and even cognitive performance (Alves, Gomes, Martins, & Almeida, 2017), and significant positive correlation between home environment and academic achievement of the students (Doley (2018). Bailey (2017) argued that parents play a key role in the level of success of the student, and that it can be concluded that that students benefit from parental involvement. Ololube (2016) reported that parental background has significant positive relationship with the students' academic achievement. Khan, Iqbal, & Tasneem (2015) found out that there was significant positive relationship between parents' education level and academic achievements of secondary students. Indeed, home environment or family factors have been found to be positively and significantly correlated with academic success of students (Doley, 2018; Amadi & Ani, 2017; Dzever, 2015; & Odunga, 2015).

**Achievement Motivation.** Results reveal that eight out of the ten students have moderate achievement motivation while two have low achievement motivation. Results imply that the students may still enhance their achievement motivation with help from family and/or school authorities like teachers, officials and guidance counselors. Studies have shown that achievement motivation or its components or aspects as positively correlated to academic achievement (Fini & Yousefzadeh, 2011; Amrai, Motlagh, Zalini & Parhon, 2011; Wang & Lin, 2008; Chowdhury & Shahabuddin, 2007; Hasan & Sarkar, 2018). Thus, enhancing the achievement motivation of the students may bring about improvement of academic performance.

**Table 2** Level of Achievement Motivation of selected PSHS-BRC students

Case No.	Total Score	Average	Level of Achievement Motivation
1	102	3.1875	Moderate
2	103	3.21875	Moderate
3	107	3.34375	Moderate
4	83	2.59375	Low
5	98	3.0625	Moderate
6	102	3.1875	Moderate
7	103	3.21875	Moderate
8	118	3.6875	Moderate
9	97	3.03125	Moderate
10	83	2.59375	Low

Contrary to the literature indicating achievement motivation as a predictor of academic achievement or improved learning performance, Hasan and Sarkar (2018) found a non-significant relationship between achievement motivation and academic achievement. Briefly stated, achievement motivation was a predictor of academic achievement among female students but not among the male students. Additionally, Bakar, Tarmizi, Mahyuddin, Elias, Luan, and Ayub (2010) noted a negative and low correlation between students' achievement motivation (nAch) and their academic achievement which was based on cumulative grade-point average in mathematics. It is also noteworthy to mention that as a construct, achievement motivation is also affected by other constructs. For instance, Zhang and colleagues (2015) found that there is a positive correlation between self-efficacy and achievement motivation among the student nurses from seven hospitals in Western China. Meanwhile, Bakar, Tarmizi, Mahyuddin, Elias, Luan, and Ayub (2010) noted a positive significant correlation between students' attitude towards learning and achievement motivation.

*Support to Address the Challenges Encountered*

The challenges encountered by the students were addressed with support from other people. The students reported to have received and/or sought support in the form advice, encouragement or at times, having a listener from peers, family, and teachers. Out of the ten students, four received support from peer, two received from peers, family and teachers, one from peers and family, one from peers and teachers, and one from family alone. Briefly, nine out of the students received and/or sought support from other people whom they can consider as significant others. Only one student reported that he did not receive or seek support from others. Favorable support from peers, family and teachers may serve as motivation for the students to enhance their performance or as booster of their achievement motivation.

A notable result reveal that none of the ten students sought support or help from the guidance counselor and the school officials to address the challenges they encountered. These results imply that these students may not adequate trust in the guidance counselor and officials or that they may be intimidated to approach them for some reasons. Similarly, this result call for actions from the school so that students will be able to better open up their concerns and challenges not only for the improvement of their academic performance but more so for their over-all well-being as students and as persons in the teenage years. The school as the second home of the students need to foster a climate wherein students who encounter challenges, simple or complex, will confident seeking the assistance of the concerned school personnel.

These findings imply the important role of the family as well other persons who are considered as part of an extended family. According to Alves, Gomes, Martins, and Almeida (2017), the family has an important role in children's cognitive performance and academic achievement. Amidst the challenges encountered by the students, the home environment or family factors has played an important role, which is aligned to the findings of (Doley, 2018; Amadi & Ani, 2017; Dzever, 2015; & Odunga, 2015) that it was found to be positively and significantly correlated with academic success of students.

**Conclusion and Recommendations**

Based on the results, the following conclusions are forwarded:

1. The selected students of PSHS-BRC have commonalities in their home environment profile in terms of family type and size, parents

educational background and occupation, relatives living with the family, and parents' marital or living status.

2. The academic performance of the selected students are satisfactory of better with a few students having difficulty in Mathematics.
3. Most of the selected students have moderate level of achievement motivation.
4. Most of the challenges encountered in school deal with academic course work and dealing with teachers. Minimal challenges are encountered in terms of financial aspects and motivational aspect of academics.
5. Students have commonalities in experiences and challenges in terms of academic coursework, dealing with teacher, financial and motivational aspects.
6. Home environment through family support and achievement motivation affect their academic performance.
7. Students receive support from peers, family and teachers through advice or encouragement.

Based on the findings and conclusions, the following are recommended:

1. Home environment profile of the students may be referred to by school authorities to regularly and proactively monitor progress, behaviors and attitudes in school.
2. Academic support system may be provided or strengthened to further improve the academic performance of the students.
3. School through the teachers and organizations sustain the high achievement motivation of the students.
4. Guidance counselor and teachers address the challenges encountered by the students as early as possible to prevent them from worsening through needs-based strategies.
5. Peer support group may be organized to assist students facing challenges.
6. More case studies concerning students of PSHS-BRC focusing on similar variables or related topics should be regularly conducted to have in-depth background on students, and thus proactively prevent student-related problems and sustain the satisfactory academic performance.

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