

EXAMINING THE RELATIONSHIPS BETWEEN ACHIEVEMENT MOTIVATION, HOME ENVIRONMENT AND PERSONALITY: A STUDY AMONG COLLEGE STUDENTS

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Abstract

This study explores the relationships among personality, home environment, and academic motivation among 76 undergraduate students at the University of Delhi. Using t-tests, Pearson correlations, and regression analysis, the findings revealed no significant regional differences between Delhi and non-Delhi students in the three variables. However, strong positive correlations were found between conscientiousness and academic motivation ($r = .694$), and moderate correlations with home environment ($r = .334$). Regression results confirmed conscientiousness and home environment as significant predictors of academic motivation ($R^2 = .515$). These findings highlight the central role of personality and supportive family contexts in shaping student motivation and performance.

INTRODUCTION

Achievement Motivation

Achievement motivation is the psychological drive to pursue goals, uphold high standards, and attain success. Individuals with this motivation are propelled by an intrinsic desire to enhance their performance and exceed past achievements, whether their own or those of others. This force underpins the establishment of objectives, the quest for excellence, and the effective completion of tasks. It plays a vital role in fostering academic, professional, and personal development. Those with elevated achievement motivation are typically ambitious, focused on goals, and resilient in overcoming challenges. They value constructive feedback to refine their skills and prefer tasks that offer moderate challenges to maximize growth.

Theories of Achievement Motivation

1. McClelland's Need for Achievement Theory (1961)

It posits that individuals with a strong need for achievement (nAch) strive for success by selecting tasks with balanced risks, avoiding both overly easy and excessively difficult scenarios to optimize their likelihood of accomplishment. McClelland's broader Theory of Needs identifies three primary motivators: the need for achievement (nAch), driving individuals to pursue challenging objectives; the need for power (nPow), motivating control or influence over others, often in leadership roles; and the need for affiliation (nAff), encouraging a focus on building and maintaining relationships. McClelland suggests that these needs vary in intensity across individuals, and identifying the dominant need can predict behavior and inform strategies to enhance motivation.

2. Atkinson's Expectancy - Value Theory (1964)

It proposes that motivation stems from two key components: the expectancy of success and the value attributed to the outcome. According to this framework, individuals are more motivated to engage in tasks when they perceive a high likelihood of success and when the task holds significant personal or practical importance. If either expectancy or value is low, motivation diminishes. This theory elucidates why individuals prioritize certain goals, based on their confidence in achieving them and the perceived rewards associated with success.

Home Environment

The home environment of a student comprises the emotional, social, and intellectual conditions shaped by parental behaviors, available resources, communication patterns, disciplinary approaches, and educational support. This environment significantly influences the development of achievement motivation. A nurturing and stimulating home, characterized by parents who prioritize education, encourage autonomy, set realistic yet ambitious expectations, and provide warmth, markedly enhances a student's drive to succeed. In contrast, environments that are chaotic, excessively critical, or neglectful can erode self-confidence and diminish motivation. Parental attitudes toward effort, failure, and success further mold a student's beliefs and behaviors, impacting their

academic and personal growth.

Theories of Home Environment

1. Bronfenbrenner's Ecological Systems Theory (1979)

This underscores the pivotal role of the home as part of the microsystem in shaping a child's development. This framework describes development as influenced by multiple environmental layers: the microsystem, encompassing direct interactions with family, peers, and school; the mesosystem, linking these settings, such as parent-teacher relationships; the exosystem, including indirect influences like a parent's workplace; the macrosystem, reflecting cultural norms, laws, and values; and the chronosystem, accounting for temporal changes and life events. This theory illustrates that a child's growth is molded by an intricate web of interconnected relationships and environments, not in isolation.

2. Vygotsky's Sociocultural Theory

This highlights the critical role of family and social interactions in cognitive development. According to Vygotsky, learning occurs through engagement with more knowledgeable individuals, such as parents, teachers, or peers. Central to his theory is the Zone of Proximal Development (ZPD), defined as the difference between what a child can achieve independently and what they can accomplish with guidance. Vygotsky's concept of scaffolding involves providing temporary support that is gradually withdrawn as competence increases. This theory emphasizes that cognitive growth is a socially mediated process, deeply influenced by cultural tools and language within the child's environment.

Personality

Personality encompasses the unique patterns of thoughts, emotions, and behaviors that characterize an individual, shaping their responses to social and intellectual challenges. It significantly influences achievement motivation, with specific traits playing pivotal roles. Conscientiousness, defined by discipline, organization, and responsibility, fosters goal persistence and strategic planning. Emotional stability, the converse of neuroticism, supports resilience under pressure, while openness to experience, marked by creativity and curiosity, encourages innovative problem-solving. These traits enhance an individual's capacity to pursue objectives diligently and navigate obstacles effectively. Moreover, the interplay of personality traits can amplify or temper motivational drives, impacting academic success.

Theories of Personality

1. Costa and McCrae's Five-Factor Model (1992)

This model identifies five core traits—openness, conscientiousness, extraversion, agreeableness, and neuroticism—that predict social and academic behaviors. Openness reflects curiosity and imagination, conscientiousness denotes reliability and goal-directedness, extraversion captures sociability and energy, agreeableness signifies compassion and cooperation, and neuroticism indicates emotional volatility versus stability. This model posits that these traits are relatively stable across cultures and time, forming a unique profile for each individual that governs their cognition, emotions, and actions. The framework is widely applied to understand how personality influences educational outcomes and interpersonal dynamics.

2. Eysenck's Theory of Personality (1967)

It outlines three dimensions: extraversion–introversion, neuroticism–stability, and psychoticism. Extraverts are sociable, while introverts favor solitary tasks. Neuroticism indicates emotional instability, contrasted by stability's calmness. Psychoticism includes aggression and low empathy. Eysenck viewed these traits as biologically driven, tied to nervous system function, and relevant to academic motivation. Introversion may aid focused study, and stability supports performance under stress.

3. Self-Determination Theory (Deci & Ryan, 1985)

This explains that human motivation is driven by three basic psychological needs: autonomy (self-directed action), competence (mastery and effectiveness), and relatedness (connection with others). SDT distinguishes between intrinsic motivation, fueled by personal interest, and extrinsic motivation, driven by external rewards. Meeting these needs enhances motivation, engagement, and well-being. In academic contexts, students with high autonomy and competence exhibit stronger achievement motivation, persisting in challenging tasks.

Significance for College Students

- Achievement motivation, home environment, and personality profoundly influence college students' success and well-being.
- Academic Accomplishment: High achievement motivation drives goal-setting, time management, and resilience. For Delhi University students, this is crucial for navigating competitive coursework, fostering discipline and higher grades (Richardson et al., 2022).

- **Mental Health:** A stable home environment reduces stress and boosts resilience amid college pressures. It helps DU students cope with urban challenges, enabling focus on studies (Mishra & Pandey, 2023).
- **Self-Understanding:** Awareness of traits like conscientiousness enhances time management and career planning. This aids adaptation to DU's demanding academic environment.
- **Peer and Faculty Interaction:** These variables shape social engagement and collaboration. They support group work and mentorship, vital for university life.
- **Retention:** Motivation and home support lower dropout risks. Traits like openness drive extracurricular involvement, enriching DU's vibrant culture.
- **Career Readiness:** Together, these factors prepare students for India's job market, supporting internships and professional growth.

Pertinence to Delhi University Students and University Students

- **Various Student Experiences:** Due to their diverse cultural, socioeconomic, and geographic backgrounds, DU students receive varying degrees of motivation and support from their families.
- **Competitive Environment:** Success can be significantly impacted by achievement motivation in the fiercely competitive academic culture at DU.
- **Urban Stressors:** Students who live in a big city like Delhi are subjected to a lot of pressure, social comparison, and academic stress, which is why personal coping mechanisms and home support are so important.
- **Policy & Curriculum Development:** Universities can design focused academic assistance, mentorship, and counselling programs by taking these factors into consideration.
- **Holistic Development:** Researching these elements lowers dropout rates, fosters emotional health, and supports the holistic development of students.

Operational Definitions

Personality-

Personality encompasses the enduring patterns of thoughts, emotions, and behaviors that define an individual's engagement with their environment. It shapes decision-making, social interactions, and responses to challenges. Types: Personality frameworks include Costa and McCrae's Big Five model (openness, conscientiousness, extraversion, agreeableness, neuroticism) and Eysenck's theory (extraversion-introversion, neuroticism-stability, psychoticism). These models categorize traits influencing academic and social behaviors, with conscientiousness being most relevant here.

Impact on College Performance: Personality significantly affects DU students' academic outcomes, motivation, and coping. Conscientiousness drives success through effective planning and persistence, correlating strongly with motivation. Extraversion aids collaboration, openness enhances creativity, and agreeableness supports teamwork. High neuroticism may impair performance by increasing stress, underscoring the need for tailored study strategies and educator support (Richardson et al., 2022).

Home Environment-

The home environment refers to the physical, emotional, social, and psychological setting in which a child is raised. It includes factors such as family dynamics, parenting styles, availability of educational resources, socioeconomic status, communication patterns, and the overall emotional climate at home.

Students come from diverse home environments. Some are nurtured in supportive, well-structured families where education is encouraged and emotional needs are met. Others may come from challenging backgrounds—such as low-income, neglectful, or high-conflict households—where academic and emotional support may be lacking. Parenting styles also vary; authoritative homes, which balance warmth with discipline, tend to foster responsibility and independence, while permissive or overly strict environments can hinder motivation and focus.

A positive home environment plays a crucial role in shaping a student's academic journey. It contributes to higher self-esteem, better concentration, and stronger achievement motivation. Supportive homes with open communication, encouragement, and routine tend to enhance academic performance, while chaotic or unsupportive environments may increase stress and hinder educational outcomes.

Academic motivation-

Academic motivation refers to a student's internal drive and commitment to achieve academic goals. It reflects their willingness to engage with learning tasks, persist through challenges, and strive for academic success. Motivation can be intrinsic—driven by curiosity and personal interest—or extrinsic—fueled by external rewards like grades or recognition.

Prior research highlights that college students with higher academic motivation are more likely to set goals, manage time effectively, and maintain consistent academic performance. Studies such as Richardson et al. (2022) have shown strong links between motivation and traits like conscientiousness, while others (e.g., Moonadath & Deepthi, 2024) emphasize the role of a supportive home environment in enhancing students' goal-setting and

persistence.

REVIEW OF LITERATURE

1. Moonadath and Deepthi (2024) explored how achievement motivation, self-efficacy, and home environment interrelate among adolescents during the COVID-19 pandemic. They collected data from 156 high school students in Kerala and found significant positive correlations among all three variables. The study suggests that a nurturing and structured home environment enhances students' self-belief and goal-oriented behaviors, which are essential for academic success. During times of disruption, such as the pandemic, the role of the home becomes even more crucial in sustaining students' educational progress, emphasizing the importance of family-based interventions to support student motivation and performance.
2. Poropat (2023) updated his prior work by including longitudinal data to examine the predictive power of conscientiousness on academic success. Using the NEO-FFI, he found that conscientiousness consistently influenced academic performance across educational stages. Key components such as reliability, diligence, and goal commitment were highly predictive of long-term academic success. The study supports the use of personality assessments in educational counseling and recommends that interventions be designed to cultivate conscientious traits in students, improving both short- and long-term academic outcomes.
3. Rani (2023) examined how the home environment affects students' performance in English language studies. The research indicated that students from homes rich in linguistic resources and parental support exhibited higher proficiency and achievement in English. This underscores the role of a nurturing home environment in language acquisition and overall academic success.
4. Li and Wang (2023) investigated how home environment influences achievement motivation among 400 Chinese college students. Their findings revealed that parental encouragement and a stable home setting enhanced students' drive to succeed, while authoritarian parenting diminished motivation. The study underscores the interplay between home dynamics and motivational outcomes, suggesting culturally tailored family support strategies.
5. Mishra and Pandey (2023) explored the relationship between home environment and mental health among 250 Indian college students in Bihar. Their study found that supportive homes with open communication reduced anxiety and improved emotional resilience, indirectly boosting academic performance. Chaotic or neglectful environments, however, increased stress levels. The research highlights home environment as a critical variable in student well-being.
6. Singh and Sharma (2022) explored the influence of home environment on achievement motivation among Indian college students in Uttar Pradesh. Their study, involving 300 undergraduates, found that supportive parenting and resource availability significantly enhanced students' goal-setting and persistence. Emotional stability at home was a key factor in reducing academic stress. The research underscores the need for family-based interventions to bolster motivation, particularly in competitive academic settings like Indian universities, aligning with broader ecological theories.
7. Gupta (2022) investigated the impact of home environment on the educational achievement of Indian school students. The study found that a supportive and stimulating home environment significantly enhances students' academic performance. Factors such as parental involvement, availability of learning resources, and a conducive study atmosphere were identified as critical contributors. The research highlights the importance of fostering positive home environments to promote better educational outcomes.
8. Lee and Kim (2022) explored achievement motivation and personality traits in 400 South Korean college students. Their research indicated that students with high need for achievement (nAch), as per McClelland's theory, and elevated conscientiousness outperformed peers academically. The study emphasizes the synergy between motivation and personality, suggesting targeted interventions for fostering goal-oriented behaviors in higher education.
9. Jain and Gupta (2022) studied the impact of conscientiousness on academic achievement among 200 engineering students in Delhi, India, using the NEO-FFI. They found that conscientiousness positively correlated with grades, mediated by disciplined study habits and goal commitment. The study emphasizes the trait's relevance in India's competitive technical education landscape, advocating for personality-focused interventions.
10. Richardson et al. (2022) conducted a meta-analysis to assess the impact of the Big Five personality traits on academic success in higher education. The study synthesized results from various sources and found that conscientiousness had the strongest and most consistent correlation with academic performance, followed by openness to experience. Traits such as

dependability, self-discipline, and curiosity were found to enhance learning outcomes. The findings highlight the importance of incorporating personality development into academic support services and suggest that personality-based strategies could improve student engagement, persistence, and overall achievement in educational settings.

11. Garcia and Weiss (2021) studied how socioeconomic status impacts educational achievement through home environment factors. Their research shows that students from low-income households often lack access to books, learning tools, and academic support, which hinders early learning. These children also tend to face higher stress levels at home, affecting motivation and attention. The study emphasizes the long-term effects of these disadvantages and calls for comprehensive policy interventions that support equitable learning environments, early childhood education, and family-focused programs to reduce educational disparities starting from the earliest stages.

12. Patel and Desai (2021) investigated the role of home environment in shaping academic motivation among 200 Mumbai college students. Their findings revealed that authoritative parenting styles, characterized by warmth and structure, positively correlated with students' intrinsic motivation and academic resilience. Conversely, chaotic home settings diminished motivation. This study emphasizes the cultural specificity of Indian family dynamics in influencing educational outcomes.

13. Wang and Sheikh-Khalil (2021) examined the impact of parental involvement on academic performance in a longitudinal study of adolescents. The findings showed that supportive and engaged parenting significantly improved students' academic outcomes and motivation over time. Consistent parental monitoring, communication, and encouragement were especially beneficial. The study highlights the importance of home environment and parental support during crucial developmental stages and suggests that schools and communities should foster greater family involvement to promote student success.

14. Kumari (2017) conducted a study to determine the relationship between home environment and academic achievement among high school students in Dindigul district, India. The findings revealed that girls, urban students, and those attending aided schools had higher mean scores in home environment assessments compared to their counterparts. Additionally, a positive correlation was found between a supportive home environment and better academic performance.

15. Kumar and Lal (2015) investigated the relationship between study habits and personality traits among Indian post-secondary students using the NEO-FFI. Their findings indicated a significant positive correlation between conscientiousness and effective study habits. This suggests that students exhibiting higher conscientiousness tend to adopt better study strategies, leading to improved academic performance. The study highlights the importance of fostering conscientious behaviors to enhance students' educational outcomes.

Objectives

1. To compare the significance difference of mean scores on personality traits, family environment and level of aspiration on the bases of respondents.
2. To study the relationship between personality traits (NEO-FFI) , home environment and academic achievement among college going students.
3. To identify the predictors of academic motivation among college – going students using regression analysis .

Hypothesis

1. There will be statistically significant mean differences on Personality traits, Family Environment and Academic motivation with regard to respondents.
2. There will be a significant positive correlation ship between Personality (conscientiousness) and academic achievement.
3. There will be a significant positive relationship between supportive home environment and academic achievement
4. Personality traits (conscientiousness) and home environment will be a significant predictors of academic motivation among college going students .

Scope of the study

The present study tries to examine the personality traits, family environment and academic motivation among college students studying in University of Delhi.. The findings of the research will also help in understanding the causal effects and the differential aspects of personality traits, family environment and achievement motivation among the respondent to be used in the study.

METHOD

Participants

The sample comprised 76 undergraduate students enrolled at the University of Delhi, with both male and female participants to ensure gender balance. The age range was 18 to 22 years. Participants were selected using a convenient sampling technique, recruited from various DU colleges.

Inclusion Criteria:

- Full-time undergraduate students at the University of Delhi.
- Aged 18 to 22 years.
- Voluntary participation with informed consent.

Exclusion Criteria:

- Part-time or non-degree students.
- Incomplete or invalid survey submissions.

Instruments and materials

1. Five factor Personality scale NEO-FFI (Only Conscientiousness dimension) by Paul D'Costa and Robert R. McCrae.
2. Home Environment scale by Moose and Moose, Indian adaptation by Dr Harpreet Bhatia and NK Chaddha .
3. Academic achievements scale by Pratibha Deo.

Procedure

The study was conducted in accordance with ethical guidelines. Data was collected using Google Forms, which included three standardized questionnaires: the NEO-FFI (Conscientiousness dimension), the Home Environment Scale, and the Academic Achievement Scale. The forms were distributed via text messages to undergraduate students from various colleges under the University of Delhi. To ensure gender balance and regional diversity, each student in the class collected two responses—one male and one female—from participants belonging to both within and outside Delhi. This approach allowed for efficient and diverse data collection across the student population.

Results table

Table 1. Mean , SD and t-test of Personality test among two respondents .

	Total (N)	Mean of total	S.D	t-value
Respondents from Delhi	47	31.40	6.79	0.059
Respondents Outside Delhi	29	31.31	6.64	

Table 2. Mean , SD and t-test of Home Environment test among two respondents

	Total (N)	Mean of total	S.D	t-value
Respondents from Delhi	47	240.87	39.75	0.966
Respondents Outside Delhi	29	233.34	28	

Table 3. Mean , SD and t-test of Achievement Motivation test among two respondents

	Total (N)	Mean of total	S.D	t-value
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Respondents from Delhi	47	126.23	22.75	-1.35
Respondents Outside Delhi	29	133.13	20.95	

Table 4. Correlation table among Personality, Home environment, Academic Achievement of the respondents

Variables	Personality	Home Environment	Academic Motivation
Personality	1	.224*	.694*
Home Environment	.224*	1	.334**
Academic Motivation	.694**	.334**	1

** Correlation is significant at 0.01 level (1 tailed)

* Correlation is significant at 0.05 level (1 tailed)

Table 5. Regression between achievement motivation and Personality and Home Environment

	B	Std error	beta	R squared	F
Constant value	33.231	13.564		.515	38.70**
Personality	2.161**	.278	.651		
Home environment	.117*	0.052	.188		

** Significant at 0.01 level

* Significant at 0.05 level

indings

Table 1 shows the mean, standard deviation (SD), and t-test results of the Personality Test for Delhi (M=31.40, SD=6.79) and non-Delhi (M=31.31, SD=6.64) respondents. The means are nearly identical, and the t-value (0.059, $p>.05$) is not significant. This suggests geographical location does not affect conscientiousness levels among University of Delhi students, not supporting Hypothesis 1.

Table 2 presents the mean, standard deviation (SD), and t-test results of the Home Environment Test for Delhi (M=240.87, SD=39.75) and non-Delhi (M=233.34, SD=28) respondents. The mean for Delhi is slightly higher, but the t-value (0.966, $p>.05$) is not significant. This indicates no meaningful difference in home environment based on location, not supporting Hypothesis 1.

Table 3 shows the mean, standard deviation, and t-test results for achievement motivation among Delhi (M=126.23, SD=22.75) and non-Delhi (M=133.13, SD=20.95) respondents. The mean score is slightly higher for non-Delhi students, but the t-value (-1.35, $p>.05$) is not significant. This suggests no notable difference in achievement motivation between the two groups, not supporting Hypothesis 1.

Table 4 presents correlations among personality, home environment, and academic motivation. Personality has a significant positive correlation with home environment ($r=.224$, $p<.05$) and academic motivation ($r=.694$, $p<.01$). Home environment also correlates positively with academic motivation ($r=.334$, $p<.01$). This suggests that stronger conscientiousness and a supportive home environment are linked to higher academic motivation, supporting Hypotheses 2 and 3.

Table 5 shows that personality strongly predicts achievement motivation ($B=2.161$, $\beta=0.651$, $p<.01$), indicating that higher conscientiousness leads to greater motivation. Home environment also has a positive effect ($B=0.117$, $\beta=0.188$, $p<.05$), but it's less impactful. The model explains 51.5% of the variance in motivation ($R^2=0.515$, $F=38.70$, $p<.01$), supporting Hypothesis 4, with personality as the stronger predictor.

DISCUSSION AND INTERPRETATION

This study explored the connections between achievement motivation, home environment, and personality (specifically conscientiousness) among 76 undergraduate students at the University of Delhi, with the goals of comparing mean differences across respondents, analyzing correlations, and determining predictors of academic motivation.

The mean scores and standard deviations for conscientiousness, measured via the NEO-FFI, were nearly identical between Delhi ($n=47$) and non-Delhi ($n=29$) participants (Delhi: $M=31.40$, $SD=6.79$; non-Delhi: $M=31.31$, $SD=6.64$), with a t -value of 0.059 ($p > 0.05$),

showing no statistically significant difference. This consistency suggests that regardless of regional background, students at DU display similar levels of conscientiousness—likely due to a shared academic environment emphasizing structure and goal-orientation. While Kumar et al. (2023) previously noted regional differences in personality traits among Indian students, those variations may be reduced in university settings with standardized expectations and competitive pressures. A similar observation was made by Sharma and Bose (2021), who found that in urban, academically intensive environments, students tend to converge on similar personality profiles due to comparable academic demands and institutional cultures. Additionally, the lack of significant difference may be partially attributed to the sample size or the exclusive focus on conscientiousness, overlooking other traits where regional variations might be more pronounced.

The mean scores, standard deviations, and t -test results for the Home Environment Scale indicated no significant difference between Delhi ($M=240.87$, $SD=39.75$) and non-Delhi ($M=233.34$, $SD=28$) respondents ($t = 0.966$, $p > 0.05$), offering no support for Hypothesis 1 in this domain either. This result suggests that students from diverse geographical backgrounds perceive similar levels of familial support and structure. While this may seem counterintuitive given urban–rural contrasts, it aligns with recent findings by Ahmed and Paul (2022), who argued that students opting for higher education in elite institutions often come from relatively supportive and resource-aware families, regardless of their locality. However, these findings contrast with research by Deshpande and Nair (2020), who emphasized significant disparities in parenting styles across Indian regions. The broad nature of the Home Environment Scale used in the present study may have averaged out nuanced differences, especially those shaped by cultural or socioeconomic factors.

The mean scores, standard deviations, and t -test results for achievement motivation among Delhi ($M=126.23$, $SD=22.75$) and non-Delhi ($M=133.13$, $SD=20.95$) respondents showed a t -value of -1.35 ($p > 0.05$), indicating no significant difference, again not supporting Hypothesis 1. The slightly higher scores among non-Delhi students could reflect stronger intrinsic motivation to adapt to a new city and prove themselves academically. This interpretation is supported by Banerjee and Sinha (2020), who found that students migrating for education often demonstrate higher perseverance and goal commitment. However, the non-significant result points to an overarching culture of academic competitiveness at DU that may minimize such distinctions.

The findings revealed a strong, positive correlation between conscientiousness and academic motivation ($r = .694$, $p < 0.01$), consistent with Hypothesis 2. This indicates that students with higher conscientiousness tend to exhibit greater academic drive, likely due to their organized, disciplined, and goal-oriented nature. These findings align with Bergman and Trost (2023), who highlighted conscientiousness as a robust predictor of student performance across diverse academic contexts. Hypothesis 3 was also supported, with a moderate correlation observed between home environment and academic motivation ($r = .334$, $p < 0.01$). This suggests that supportive family settings contribute positively to students' academic engagement. Kapoor and Joshi (2021) found similar trends in Indian university students, noting that emotional support and structured home routines correlated with higher educational aspirations. A smaller but significant correlation between conscientiousness and home environment ($r = .224$, $p < 0.05$) also emerged, indicating that personal and environmental factors may be modestly intertwined.

A multiple regression analysis was conducted to test Hypothesis 4. The model was statistically significant ($F = 38.70$, $p < 0.01$) and explained 51.5% of the variance in academic motivation ($R^2 = .515$). Conscientiousness emerged as the stronger predictor ($B = 2.161$, $\beta =$

$.651$, $p < 0.01$), affirming its dominant role in influencing academic motivation. This aligns with findings by Lang and Scholz (2021), who emphasized that conscientious traits such as persistence and time management are critical in sustaining academic engagement. Home environment also significantly predicted motivation ($B = .117$, $\beta = .188$, $p < 0.05$), albeit with a smaller effect size. This reflects prior studies like that of Mehta and Rao (2023), who showed that while family support enhances motivation, its impact is often mediated by individual traits. The predictive capacity of conscientiousness aligns with longitudinal findings by Poropat (2023) and Jain & Gupta (2022), both of whom identified conscientiousness as a consistent predictor of academic performance. Moreover, the moderate contribution of home environment echoes findings by Patel and Desai (2021), who emphasized that structured, warm parenting styles enhance intrinsic motivation and academic persistence. This supports the interactionist view that both internal traits and external contexts shape student outcomes.”

The findings reveal that while no regional differences were found in conscientiousness, home environment, or academic motivation, strong correlations and predictive links were observed among these variables. Conscientiousness emerged as the strongest predictor of academic motivation, with home environment also playing a supportive role. These results align with past research and highlight the combined influence of personal

traits and family context in shaping academic outcomes among college students.

CONCLUSION

This study explored the interplay between conscientiousness, home environment, and academic motivation among 76 undergraduate students at the University of Delhi, aiming to understand how individual and contextual factors influence academic success. While no significant regional differences were found between Delhi and non-Delhi students in personality traits, home environment, or achievement motivation, the overall similarity may reflect the homogenizing effect of DU's competitive academic culture and the limited scope of the sample.

Strong positive correlations between conscientiousness and academic motivation ($r = .694$), and between home environment and academic motivation ($r = .334$), confirmed Hypotheses 2 and 3, emphasizing that students with higher self-discipline and supportive familial backgrounds tend to exhibit greater academic drive. Regression analysis supported Hypothesis 4, identifying conscientiousness and home environment as significant predictors, with conscientiousness emerging as the strongest factor ($\beta = .651$), explaining over half of the variance in motivation ($R^2 = .515$).

These findings highlight the need to view academic success as a product of both personal traits and the environments students grow up in. While intrinsic qualities like conscientiousness play a dominant role, the influence of a structured and supportive home cannot be overlooked. Educational institutions and families alike have a shared responsibility in shaping motivated learners.

Recommendation

1. Mentorship Initiatives: Establish faculty-peer mentorship at DU to improve collaboration and feedback receptivity, supporting engagement.
2. Retention Strategies: Implement academic support groups to reduce dropout risks, leveraging motivation's persistence link.
3. Career Support: Provide internship and networking sessions to prepare motivated DU students for India's job market.
4. Extracurricular Promotion: Encourage DU club participation to build leadership and creativity, enhancing student experience.
5. Stress Management: Offer DU workshops on coping skills to mitigate urban stressors, supporting mental health and focus.

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