

The relationship between institutional environment, guardian involvement, academic achievement and learning motivation of children reared in a Malaysian orphanage

ABSTRACT

This research was conducted to study the relationships between academic performance, learning motivation, institutionalised environments and guardian involvement of children reared in a Malaysian orphanage. This study involves 50 students consisting of 21 female and 29 male students. These students are in secondary school with ages ranging from 13-17 years old. This study was conducted in a home for orphans and under-privileged children and all the participants of this study are from this home. The findings of this study show that there is a significant relationship between academic performance, intrinsic motivation, extrinsic motivation and therefore learning motivation as a whole ($P < 0.05$). Findings also show that there is strong correlation between guardian involvement and academic performance ($P < 0.05$). However for relationships between guardian involvement and learning motivation, institutionalised environment and academic performance and institutionalised environment and guardian involvement, correlations fail to exist ($P > 0.05$).

Keyword: Learning motivation; Institutionalised environments; Guardian involvement; Academic achievement