



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2018; 4(12): 218-221
www.allresearchjournal.com
Received: 18-10-2018
Accepted: 21-11-2018

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Parental encouragement and achievement motivation among secondary school students of Kashmir

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DOI: <https://doi.org/10.22271/allresearch.2018.v4.i12c.12333>

Abstract

The present study is intended to examine the parental encouragement and achievement motivation among secondary school students. Descriptive survey method was used in the study. Sample for the present study were 400 secondary school students selected by simple random sampling method with 100 male urban, 100 male rural, 100 female urban, and 100 female rural secondary school students. Parental Encouragement was measured by Parent Encouragement Scale by Kusum Aggarwal (1999) and Achievement Motivation was measured with Achievement Motivation Scale by Pratibha Deo and Asha Mohan (2018). Statistical Techniques which were employed to interpret the data are t-test and correlation. The findings of the study show that male secondary school students were having more parental encouragement than female students. It was also found that urban secondary school students were having more parental encouragement than rural students. It was also found that male students are having more achievement motivation than female students. Furthermore it was found that urban secondary school students are having more achievement motivation than rural students. A significant positive correlation was found between parental encouragement and achievement motivation.

Keywords: Parental encouragement, achievement motivation, and secondary school students

1. Introduction

Indian culture has placed a strong emphasis on the role that a child's birth and upbringing play. The significance of early familial events on a child's behavior and views has been emphasized even by psychoanalysts. One may argue that a child's entire growth is shaped by their family. Education is now seen as essential to earning a living rather than merely serving as a means of teaching quantitative life skills. As science and technology progress, education becomes increasingly important for success. In order to mold a person's personality and get them ready for incorporation into the greater social fabric, education is a basic process that takes place within society. It includes the several ways that people's interactions with their surroundings alter their behavior, which eventually results in positive social adjustment and personal growth (Freeman, 2002) [9]. Students need the full support and active participation of their parents and relatives in order to achieve their best academic results (Epstein, 2011) [7]. In order to create a healthy learning environment for students, parental encouragement is essential. Because it satisfies the fundamental human need for recognition and attention, it acts as a kind of reward (Deci & Ryan, 1985) [3]. Children's motivation and general academic success can be greatly impacted when parents exhibit interest in and support for their academic pursuits (Eccles & Harold, 1996) [5]. When it comes to helping children navigate their educational journey, parents are essential. Every parent wish their kids to accomplish remarkable things and become known for being some of the most distinctive people in history. Parents have a significant impact on a child's motivation since they encourage their active participation with passion and a drive for success. Furthermore, parental participation and encouragement can take many different forms, including talking with instructors, participating in school events, setting structure and norms for media usage, and engaging in home-based activities (Hill & Tyson, 2009) [13]. The development of a child's intellectual and psychological behavior greatly depends on parental support. More educated parents speak and use a wider variety of languages, which affects their children's language skills. Parents ought to serve as role models. Children will take action right away if their parents adopt practical lifestyles and handle tasks themselves.

In the field of motivation, achievement motivation is a relatively recent idea. One of the first social motives to be thoroughly examined by McClelland in 1953, it is typified by the drive to achieve a high standard of perfection and a distinct goal. According to him, social engagement with the environment is a crucial and useful method for learning different types of motivations. The development of success motivation is influenced by several levels of environmental factors found in the family, school, and society. Children's accomplishment motives are shaped and impacted when parents hold them to a high standard of performance and provide them with the necessary advice to reach the objective. In the same way, social expectations and role models in society have an impact on children's development of achievement motives when they attend school. Teachers' and seniors' role models, information about the accomplishments of prominent figures in various fields, etc., all influence students' development of higher levels of achievement motivation. Therefore, factors including child rearing practices, family structure, occupational status, race, climate, and so forth influence the level of success-oriented behavior displayed by those with strong underlying achievement motivation. In essence, it is a form of motivation that is individualized. The drive to succeed is the foundation of achievement motivation. People are said to operate under the spirit of achievement motivation when they take on a task because they have an achievement motive. Achievement motivation was found to be severely harmed by parents. The behavior of someone who aspires to achieve something in order to perform at his highest level is referred to as achievement motivation. This entails competition with a certain performance level of excellence and influences a person's learning and personality development. Students that are highly motivated to achieve are self-assured, self-sufficient individuals who perform well when given the opportunity to take charge of their own lives and make decisions. Results indicated that parental encouragement and parent-child discussions had a positive effect on achievement motivation. Parental encouragement is based on parental involvement in home-based activities, home structure, rules regarding television viewing, and involvement at school (Keith and Lichtman, 1994) [20].

2. Objectives

1. To compare male and female secondary school students on Parental Encouragement.
2. To compare rural and urban secondary school students on Parental Encouragement.
3. To compare male and female secondary school students on Achievement Motivation.
4. To compare rural and urban secondary school students on Achievement Motivation.
5. To find relationship between Parental Encouragement and Achievement Motivation among secondary school students.

3. Hypothesis

H01: There is no significant difference between male and female secondary school students on Parental Encouragement.

H02: There is no significant difference between rural and urban secondary school students on Parental Encouragement.

H03: There is no significant difference between male and female secondary school students on Achievement Motivation.

H04: There is no significant difference between rural and urban secondary school students on Achievement Motivation.

H05: There is no significant relationship between Parental Encouragement and Achievement Motivation among secondary school students.

4. Methodology

4.1 Sample and Tools Used

Sample for the present study were 400 Secondary School Students of Kashmir selected by simple random sampling method with 100 male rural students, 100 female rural students, 100 male urban students and 100 female urban students. Kulgam district represents the rural students and Srinagar district was selected for urban students.

Parent Encouragement Scale by Kusum Aggarwal (1999) [21] is an 80-item scale that measures the parent encouragement. The responses are given numerical value between 1 and 5, making it a five-point Likert type scale. Higher parental encouragement is indicated by a higher score, whereas lesser parental encouragement is indicated by a lower score. As a result, the overall score are weighted between 80 and 400.

Achievement Motivation Scale by Pratibha Deo and Asha Mohan (2018) [4] which consists 50 statements with 15 Dimensions.

5. Statistical Analysis and Interpretation

Table 1: Showing the Mean comparison of Male and Female Secondary School Students on Parental Encouragement.

Gender	N	Mean	SD	df	t-value
Male	200	61.51	8.45	398	4.37*
Female	200	58.12	6.98		

*Significant at 0.01 Level

Table 1. shows the mean comparison of Male and Female secondary school Students on Parental Encouragement, as it is evident from the table that there is a significant difference between male and female secondary school students on parental encouragement. Thus the hypothesis H01, which states that there is no significant difference in parental encouragement between male and female secondary school students, is therefore rejected. The mean favours male students thus it can be concluded that male students have more parental encouragement than female students. The result is supported by earlier finding of Jain Payal *et al;* (2014) [16], Payal and Kang (2014) [16].

Table 2: Showing the Mean comparison of Rural and Urban Secondary School Students on Parental Encouragement.

Location	N	Mean	SD	df	t-value
Rural	200	58.65	7.05	398	4.94*
Urban	200	62.03	8.97		

*Significant at 0.01 Level

Table 2. shows the mean comparison of Rural and Urban secondary school Students on Parental Encouragement, as it is evident from the table that there is a significant difference between rural and urban secondary school students on parental encouragement. The mean favors urban students

thus it can be concluded that urban students have more parental encouragement than rural students. Thus the hypothesis H02, which states that there is no significant difference in parental encouragement between rural and urban secondary school students, is therefore rejected. The result is supported by earlier finding of Bermudez, 1994 [2]; Epstein, 1987 [6]; Henderson, 1989 [12], P. Sekar *et al*; (2013) [17], Jain Payal *et al*; (2014) [16].

Table 3: Showing the Mean comparison of Male and Female Secondary School Students on Achievement Motivation.

Gender	N	Mean	SD	df	t-value
Male	200	136.40	10.71	398	3.75*
Female	200	132.65	9.55		

*Significant at 0.01 Level

Table 3. shows the mean comparison of Male and Female Secondary School Students on Achievement Motivation, as it is evident from the table that there is significant difference between male and female secondary school students on achievement motivation. Thus the hypothesis H03, which states that there is no significant difference in achievement motivation between male and female secondary school students, is therefore rejected. The mean favours male students thus it can be concluded that male students have more achievement motivation than female students. The result is supported by earlier finding of (Pany, 2014) [22].

Table 4: Showing the Mean comparison of Rural and Urban Secondary School Students on Achievement Motivation.

Location	N	Mean	SD	df	t-value
Rural	200	129.15	8.45	398	4.04*
Urban	200	132.83	9.82		

*Significant at 0.01 Level

Table 4. shows the mean comparison of Rural and Urban secondary school Students on Achievement Motivation, as it is evident from the table that there is significant difference between rural and urban secondary school students on achievement motivation. The mean favours urban students thus it can be concluded that urban students have more achievement motivation than rural students. Thus the hypothesis H04, which states that there is no significant difference in achievement motivation between rural and urban secondary school students, is therefore rejected. Sujatha and Yasodhara (1991) [19], Fatima (1991) [8], support the findings.

Table 5: Showing the Relationship between Parental Encouragement and Achievement Motivation among Secondary School Students.

Variables	r
Parental Encouragement vs Achievement Motivation	.31*

*Significant at 0.01 Level

The Table 5 reveals that there is a significant positive correlation between Parental Encouragement and Achievement Motivation ($r = 0.31$), indicating “more the parental encouragement higher is the achievement motivation”. Thus, our null hypothesis Ho5 which states that, “there is no significant relationship between parental encouragement and achievement motivation among secondary school students” stands rejected. Earlier studies

also indicated that that Parental Encouragement is positively related to Achievement Motivation studies like Martinez-Pons, 2002 [23], are in line with the result.

6. Discussion

The purpose of the present study was to test the significance of difference in Parental Encouragement and Achievement Motivation among male and female secondary school students. Another objective was to find the significant difference in parental encouragement and achievement motivation among rural and urban secondary school students. Another aim was to determine the significance of correlation between parental encouragement and achievement motivation among secondary school students. The results of the present study indicates that there is a significant difference in parental encouragement among male and female secondary school students, showing that males receive more parental encouragement than female students. This finding is in line with previous finding Jain Payal *et al*; (2014) [16], Payal and Kang (2014) [16].

Regarding the impact of location on parental encouragement it was found that urban secondary school students receive more parental encouragement than rural students, this finding is in line with the previous finding of Bermudez, 1994 [2]; Epstein, 1987 [6]; Henderson, 1989 [12], P. Sekar *et al*; (2013) [17], Jain Payal *et al*; (2014) [16].

Results show that male and female secondary school students differ significantly on achievement motivation whereby male secondary school students have more achievement motivation than female students. This finding is supported by earlier studies like that of (Pany, 2014) [22].

With reference to achievement motivation among rural and urban secondary school students it was observed that the two groups differ significantly in which urban secondary school students had more achievement motivation than rural counterparts. This finding is in line with earlier studies that of Sujatha and Yasodhara (1991) [19], Fatima (1991) [8].

Regarding the relationship between parental encouragement and achievement motivation, a positive and significant association was found between the two means more the parental encouragement higher is the achievement motivation. The finding is supported by earlier studies of Martinez-Pons, 2002 [23].

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