

A Study of Impact of Parental Encouragement on Achievement Motivation at Secondary Level Student

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ABSTRACT

Parents are the chief architects in shaping the personality of the child. Parent's attitudes a pre-dominant role in fostering or hindering the child's development. Although, parental encouragement is essential for the child at all stages. But it becomes increasingly significant at secondary level. Due to more pressures and strains of studies, peer groups, competitions etc. achievement motivation at secondary level is found to be the foremost variable which has a great impact on the personality and future prospects of the child. Taking into consideration the importance of relation of these variables with parental encouragement. The present study is an attempt to appraise the effect of parental encouragement on achievement motivation at secondary level. Ex-post facto research method is best suited for the under taken study. Population of the present study comprises all secondary schools situated in Greater Noida, Gautam Budh Nagar. One UP Board school and one CBSE Board school were taken from list of all school. Researcher has selected a sample of 150 students. Of these 150 students 75 students are from one CBSE Board school and another 75 students are from one UP Board school. The major data gathering tools and techniques such as psychological tests, enquiry forms, observation, Interview, Socio-metric techniques Data gathering devices are termed as tools. Statistical mean, SD, T Test, Independent one sample t-test, Independent two sample t-test, paired samples employed. The study found that secondary school students had average parental encouragement, with both boys and girls equally motivated by their parents. Additionally, both boys and girls had an average achievement motivation level, indicating a diminishing awareness of gender differences among parents. The study explores Parental Encouragement among students in Greater Noida schools, suggesting a longitudinal, longitudinal study for different age groups and a developmental study. The study focuses on Achievement Motivation as a key factor for parental encouragement, specifically among secondary school students in Greater Noida. The scope includes sampling procedures, data collection and analysis techniques, and the development of measuring tools.

Keywords- Parental Encouragement, Achievement Motivation.

I. INTRODUCTION

The bringing up of children is a permanent need of all societies and the particular way in which it is done is a cultural pattern of that society. The society of the child engages with his family which defines the context in which a child receives his early socialization. The early socialization process starts from the family and the home. The family acts as a socializing agent for the child. It is within a family, the basic unit of society, that a child learns the fundamentals of social interaction and acquires the behavioral patterns and basic personality structure.

Parents are the chief architects in shaping the personality of the child. Parents are the primary socialization agents and exert enormous influence in shaping the personality of their children. Such influence works overtly/covertly, directly/indirectly, consciously/unconsciously and in manifest/subtle way, certain behaviours are practiced by the parents to train the children, others are perceived by the children as a characteristic mode of behaviours directed towards them by their parents. Whatever may be the influence, the end product is a developing and emerging individual called child with certain personality dispositions, struggling to make a place of his own in this world. His mode of adjustment, excellence and

cooperation will largely depend upon the way he looked at the support and acceptance he received from his parents. The foremost duty of parent is to provide them with need satisfaction by creating in home an emotional climate conducive to their healthy personality development. This climate is the product of cordial relationship between the two parents. It is important to have an overview of the idea and theories about child development that have been propounded in the past, since these ideas have influenced a lot of research and paved way for better parent-child relationship. Plato (427-347 B.C.) devoted considerable thought in finding more appropriate and effective ways of guiding student's education and training. He encouraged discovering and developing student's unique talents. Locke (1632-1704) considered the mind of a new born child as 'tabula rasa' stressed the name for training directed toward the formation of desirable habits in the child by curbing the child's natural impulses. Rousseau (1762-1768) proposed that children should grow up in a free unstructured environment that allows open expression, exploration and experimentation. Dewey (1952-1959) emphasized learning by doing and education through activity, he believed that student's needs must be met and they should be allowed to do as they like. The accepted and loved child develops the feeling of the wellbeing and euphoria. Erikson (1950, 1951) proposed 'The resolution theory of crisis' according to which each stage of psychological growth is characterized by a particular conflict which must be resolved in a positive way. Erikson has described the social modalities of each psychosexual 9 stage. Meerloo (1956-1958) and other psychoanalysts have stressed the importance the role of the father in breaking the infantile symbolic mother child relationship.

II. OBJECTIVES

- To determine the parental encouragement of secondary school students.
- To compare parental encouragement in boys and girl students.
- To find out difference in parental encouragement in CBSE Board students and UP Board students, if any.
- To determine the achievement motivation of secondary school students.
- To determine effect of parental encouragement on achievement motivation of secondary school students.
- To determine effect of parental encouragement on achievement motivation of secondary school students with reference to sex and education board.

III. HYPOTHESIS

1. H₁: There exists no significant difference between parental encouragement of boys and girls.
2. H₂: There exists no significant difference between achievement motivation of boys and girls.

3. H_A: There exists no significant effect of parental encouragement on achievement motivation of secondary school students.
4. H_B: There exists no significant effect of parental encouragement on achievement motivation of boys.
5. H_C: There exists no significant effect of parental encouragement on achievement motivation of girls.
6. H_D: There exists no significant effect of parental encouragement on achievement motivation of CBSE Board students.
7. H_E: There exists no significant effect of parental encouragement on achievement motivation of UP Board students.

IV. REVIEW OF THE RELATED LITERATURE

Saraswat, Anil. 1988. A different study of achievement motivation, occupational aspiration and academic achievement of adolescents in different types of school climate in Alograh District. Ph.D., Edu. Agra Univ.

Problem: The study is on the effect of school climate on certain personality characteristics of the child.

Objectives:

1. to find out the occupational aspirations of adolescents
2. To find out the relationship between achievement motivation and academic achievement of different groups.
3. To find out the significance of difference among achievement motivation, occupational aspiration and academic achievement of adolescents different types of school climates.

Methodology:

Tools used 1000 male and female students of Class X studying science and arts in the schools of rural and urban areas of Aligarh District using random sampling procedure. The tools used were Occupational Aspiration Scale of Grewal, Organisational Climate Description Questionnaire of Halpin and Craft, and Achievement motivation Test of Rao. Statistical measures used included Mean, SD, and critical ratio.

Findings:

1. Boys-girls, rural-urban students, science-art students significantly differed in their academic, occupational aspiration and achievement motivation.
2. The coefficients of correlation among achievement-motivation, occupational aspiration and academic-achievement were significant.
3. All the correlations obtained on the basis of school climate were significant.

Gawande, EN. 1988. A study of the relationship between achievement motivation and scholastic achievement of higher secondary students of class XI of Amrawati district of Maharashtra state. M.Phil., **Education:** Univ. of Poona.

Problem: The study attempts to analyze the relationship between achievement motivation and scholastic achievement.

Objective:

- a) To study the difference in correlation of achievement motivation and scholastic achievement in urban and rural population.
- b) To find out the difference in correlation of achievement motivation and scholastic achievement of non-backward and backward students.

Methodology: The tools used included achievement motivation test and scholastic achievement test. Collected data were treated with Mean, S.D., correlation and Z-value.

Findings:

1. The correlation between achievement motivation and scholastic achievement of urban students was at a higher level than that of rural students.
2. Boys were more achievement motivated than girls.
3. The mean difference in the scores of scholastic achievement in boys and girls was not significant.

Konwar, L.N. 1989. A study of socialization practices at home and school and development of personal achievement motivation among secondary school pupils in Assam. Ph.D., Edu. Dibrugarh Univ.

Problem: The study addresses a scientific enquiry into the relationship between socialization practices at home and school and development of personal achievement motivation among the secondary school pupils of Assam belonging to different social backgrounds, socioeconomic strata, schools and different types of management.

Objectives: To survey the strength of personal achievement motivation among tribal and non-tribal high school boys and girls classified on different cultural and economic factors and belongings to urban and rural areas, to relate the socialization process at home of secondary school pupils with their levels of personal achievement motivation.

Methodology: The tools used included a set of six thematic apperception test adapted by Mehta, questionnaire on pupils' perception, interview schedule on family socialization practices and socioeconomic scale. Descriptive techniques were applied for analysis. Mean, S.D. and t-Test were used to find out the significance of means.

Findings:

1. There was no significant difference in the level of personal achievement motivation of boys and girls and of tribal and non-tribal.
2. There were significant differences in the mean scores of urban and rural residents and of many of the different caste.

Mohanty, S.L. 1989. Intelligence, perceptual motor and achievement motivation training of tribal and non-tribal children. Ph.D., Psy. Utkal Univ.

Problem: The study addresses itself to the problem of intelligence, perceptual motor and achievement motivation training of tribal and non-tribal children.

Objectives:

1. To find out whether repeated testing with one intelligence test would help the children to pick up learning cues and problem solving strategy which would be generalized and manifested in their performance on another intelligence test.
2. To find out whether training given to these students using some familiar, game like level of aspiration, task would generalize to their performance on an achievement motivation task.

Methodology: The tools used included Ravan's colored progressive matrices by Rath, Language test, reading comprehension, story writing test and graphic method of measuring achievement motivation.

Findings:

1. Tribal children were not found to be having lower intelligence scores.
2. Older children benefitted more from the training.

Kumari Sushma 1990. Study the personality characteristics, intelligence, achievement motivation, adjustment and socioeconomic status of juvenile and adult female offenders. Ph.D., Edu. Punjab Univ. Problem: It is an attempt to study the personality characteristics, intelligence, achievement motivation, adjustment and socioeconomic status of juvenile and adult female offenders.

Objectives:

1. To study the personality characteristics, intelligence, achievement motivation, adjustment and socioeconomic status of juvenile and adult female offenders.
2. To work out the inter correlations for the variables of personality characteristics, intelligence, achievement motivation, adjustment and socioeconomic status in respect of juvenile delinquents and adult offenders.

Methodology: The statistical test used included mean, SD, Person's product correlation moment, Analysis of Variance.

Findings:

1. Offenders had the traits of psychoticism and neuroticism but they were not extroverts.
2. Delinquents had low intelligence and achievement motivation.
3. Offenders were maladjusted in all the areas of adjustment.
4. Criminals were generally from the lower class of socioeconomic status except urban juvenile delinquents who belonged to the middle category of socioeconomic status.

V. RESEARCH METHODOLOGY

On the basis of the research studies and considering the nature and objective of the present study as well as the resources available the investigator reached

to the conclusion that only the Ex-post facto research method is best suited for the under taken study. Population of the present study comprises all secondary schools situated in Greater Noida, Gautam Budh Nagar. One UP Board school and one CBSE Board school were taken from list of all school. For present study, researcher has selected a sample of 150 students. Of these 150 students 75 students are from one CBSE Board school and another 75 students are from one UP Board school. The researcher has to select from the available tools, which will provide data, he requires for the testing of the hypotheses. In some situations, he may find that the existing research tools do not suit his purpose and so he may have to modify them or construct his own. For this, the researcher should familiarize himself with the nature, merits and limitations of the existing research tools: and should also develop skills in the construction and use of each of the research tools. The major data gathering tools and techniques of research may be classified broadly into the following categories: → Psychological tests → Enquiry forms → Observation → Interview → Socio-metric techniques Data gathering devices are termed as tools. For mentioned variables, the followed tools have been used in the present study with using mean, SD, T Test, Independent one sample t-test, Independent two sample t-test, paired samples –

Table-1.1 Tools Description

SN	Variables	Tool
1	Parental Encouragement	Parental Encouragement scale by Dr. R. R.Sharma (1988)
2	Achievement Motivation	Sharma Academic Achievement Motive Test by Dr. T. R. Sharma (1984)

VI. ADMINISTRATION OF ACHIEVEMENT MOTIVATION TEST

The test was administered to a group of not more than 40 students at a time. The subjects were seated properly so that they could not consult one another or copy the response. The directions given on the booklet to the subjects with the help of blackboard, explained two examples provided in the booklet to the students to make them understand how to answer the questions. There are various data collection techniques which can be used for the research purpose. Of them, researcher has chosen Administering written questionnaires data collection technique for present research. A WRITTEN QUESTIONNAIRE (also referred to as self-administered questionnaire) is a data collection tool in which written questions are presented that are to be answered by the respondents in written form. Researcher chose to hand-deliver questionnaires to respondents and collecting them later.

VII. SCORING OF THE DATA

Each one of four test administered on the tests was scored exactly in accordance with the procedure described in the manual. A brief description of scoring procedure of the two tests is given below:

VIII. SCORING OF PARENTAL ENCOURAGEMENT SCALE

Three response alternatives are given in each item of the scale. The subject has to choose one alternative. The marks are allotted according to responses. The response will get “0” mark. The response ' 'if ' will get 1 mark and ' ' will get 2 marks. Thus, the total score for each item ranges from 0 to 2 whereas the grand total of Parental Encouragement Scale ranges from 0 to 80. Higher scores reveal higher degree of amount of parental encouragement. Lower scores reveal lower degree of amount of parental encouragement.

IX. SCORING OF SHARMA ACADEMIC ACHIEVEMENT MOTIVATION TEST

Two alternatives are given with each item of the scale- one with achievement motivation and other with the absence of achievement motivation. 1 mark is given to the alternative with Achievement Motivation Test provides direct numerical score indicating how much an individual whether a boy or girl is motivated in the field of Academic Achievement. The score ranges from 0-38

Table-1.2 Motivation Test

High Motivated	Boys	33 and above
	Girls	34 and above
Average Motivated	Boys	Between 26 and 32
	Girls	Between 27 and 33
Low Motivated	Boys	25 or below
	Girls	26 or below

Data Interpretation

Data have been analyzed and discussed under the following subheads:

- Parental encouragement of the school children
- Achievement Motivation of the school children

X. PARENTAL ENCOURAGEMENT OF THE BOYS AND GIRLS

Values of relevant statistical measures for Parental Encouragement scores of students.

Table-1.3 Parental Encouragement scores

Measures	Values
N	150
Mean	62.43
S.D.	6.79

This shows that mean of the parental encouragement scores of boys and girls was found to be 62.43. It indicates that they have average parental encouragement. Standard Deviation scores show small amount to find individual differences reference to parental encouragement.

Testing the hypothesis H1- There is significant difference between encouragement of boys and girls.

Table-1.4- Values of statistical measures for parental encouragement scores of boys and girls.

S.No.	Groups	N	Means	S.D.	'T'
1.	Boys	80	61.93	6.45	0.35
2.	Girls	70	63	7.56	N.S.

p < 0.05

The above data highlights that the mean scores for parental encouragement of boys and girls were 61.93 and 63 respectively. The Standard Deviation came out to be 6.45 and 7.56 respectively. It indicates that parental encouragement levels of boys and girls are more or less equal. The standard deviation further revealed slight individual differences in their scores. As per Parental Encouragement Manual's criterion of identification, mean scores of school children also indicate that they fall in the average parental encouragement group. It shows that boys and girls were neither more or less encouraged by their parents. The 't' value was found to be 0.35 which was not significant at any level. It means that there exists no significant difference between Parental Encouragement Scores of boys and girls. Thus the hypothesis H 1 that there exists no significant difference between parental encouragement of boys and girls is accepted.

XI. ACHIEVEMENT MOTIVATION OF BOYS AND GIRLS

Table-1.5 Values of relevant statistical measures for Achievement Motivation scores of students.

Measures	Values
N	150
Mean	28.86
S.D.	3.54

This shows that mean of the Achievement Motivation scores of boys and girls was found to be 28.86. It indicates that they have average Achievement Motivation. Standard Deviation scores show small

amount of individual differences in reference to Achievement Motivation.

Testing the Hypothesis H2- There is no significant difference between achievement motivation of boys and girls.

Table-1.6- Values of statistical measures for parental encouragement scores of boys and girls.

S.No.	Groups	N	Means	S.D.	„t“
1.	Boys	80	28.76	3.65	0.70
2.	Girls	70	28.98	3.43	N.S.

P < 0.05

The above data highlights that the mean scores for Achievement Motivation of boys and girls were 28.76 and 28.98 respectively. The Standard Deviation came out to be 3.65 and 3.43 respectively. It indicates that Achievement Motivation levels of boys and girls are more or less equal. The standard deviation further revealed slight individual differences in their scores.

As per Achievement Motivation Test Manual's criterion of identification, mean scores of boys and girls also revealed that both the groups fall in the average Achievement Motivation group. It indicates that boys and girls were neither highly motivated nor low motivated. The 't' value was found to be 0.70 which was not significant at any level. It means that there exists no significant difference between Achievement Motivation Scores of boys and girls. Thus the hypothesis H2 that there exists no significant difference between Achievement Motivation of secondary level students is accepted.

XII. PARENTAL ENCOURAGEMENT IN RELATION TO THE ACHIEVEMENT MOTIVATION

Karl Pearson's coefficient of correlation was used to determine the effect of Parental Encouragement on Achievement motivation of secondary school students. The following hypotheses were tested:

1. Testing the hypotheses H3A: There exists no significant effect of parental encouragement on achievement motivation of secondary school students.
2. Testing the hypotheses H3B: There exists no significant effect of parental encouragement on achievement motivation of boys.
3. Testing the hypotheses H3C: There exists no significant effect of parental encouragement on achievement motivation of girls.
4. Testing the hypotheses H3D: There exists no significant effect of parental encouragement on achievement motivation of CBSE Board students.
5. Testing the hypotheses H3E: There exists no significant effect of parental encouragement on achievement motivation of UP Board students.

Testing the hypothesis is H3: A There is no significant effect of parental encouragement on a achievement motivation of secondary school students.

Data regarding correlation between Parental Encouragement and Achievement Motivation for hypothesis H3A

Table-1.7 Parental Encouragement and Achievement Motivation

Groups	N	Value of 'r'
Secondary Level Students	150	0.22*

* Tested at .05 and .01 level

It is clear from the table that there exists significant positive correlation between Parental Encouragement and Achievement Motivation of secondary level students. The value of correlation between Parental Encouragement and Achievement Motivation of secondary level students were found out to be 0.22. It may be stated that as Parental Encouragement increases, Achievement Motivation of secondary level students increases. Thus the hypothesis that there exists no significant effect of Parental Encouragement on Achievement Motivation of secondary level students is rejected at both .05 and .01 level.

Testing hypothesis H3 B: there is no significant effect of parent encouragement on an achievement motivation of boys

Data regarding correlation between Parental Encouragement and Achievement Motivation for hypothesis H3B

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Table-1.8 Parental Encouragement and Achievement Motivation of boys

Groups	N	Value of 'r'
Boys	80	0.31*

Tested at .05 and .01 level

It is clear from the table that there exists significant positive correlation between Parental Encouragement and Achievement Motivation of boys. The value of correlation between Parental Encouragement and Achievement Motivation of secondary level students were found out to be 0.31. It could be inferred that with an increased level of Parental Encouragement, boys show an increased level of Achievement Motivation. Thus, the hypothesis that there exists no significant effect of Parental Encouragement on Achievement Motivation of boys is rejected at both .05 and .01 level.

Testing the hypothesis H3 C: There is no significant effect of parental encouragement on a achievement motivation of girls.

Data regarding correlation between Parental Encouragement and Achievement Motivation for hypothesis H3C

Table-1.9 Parental Encouragement and Achievement Motivation of girls

Groups	N	Value of 'r'
Girls	70	0.31*

Tested at .05 and .01 level

It is clear from the table that there exists insignificant positive correlation between Parental Encouragement and Achievement Motivation of girls. The value of correlation between Parental Encouragement and Achievement Motivation of girls were found out to be 0.13. Thus, the hypothesis that there exists no significant effect of Parental Encouragement on Achievement Motivation of boys is accepted at both .05 and .01 level. Testing the hypothesis H3 D: There is no significant effect of parental encouragement on a achievement motivation of CBSE board students.

Data regarding correlation between Parental Encouragement and Achievement Motivation for hypothesis H3D

Table-1.10 Parental Encouragement and Achievement Motivation of CBSE Board students

Groups	N	Value of 'r'
CBSE Board Students	75	0.03*

* Tested at .05 and .01 level

It is clear from the table that there exists insignificant positive correlation between Parental Encouragement and Achievement Motivation of CBSE Board students. The value of correlation between Parental Encouragement and Achievement Motivation of CBSE Board.

Students were found out to be 0.03. Thus, the hypothesis that there exists no significant effect of Parental Encouragement on Achievement Motivation of CBSE Board students is accepted at both .05 and .01 level. Testing the hypothesis H3 E: There is no significant effect of parental encouragement on an achievement motivation of U.P. board students.

Data regarding correlation between Parental Encouragement and Achievement Motivation for hypothesis H3E

Table-1.10 Parental Encouragement and Achievement Motivation of UP Board students

Groups	N	Value of 'r'
UP Board Students	75	0.25*

* Tested at .05 and .01 level

It is clear from the Table 4.3.5 that there exists significant positive correlation between Parental Encouragement and Achievement Motivation of UP Board students. The value of correlation between Parental Encouragement and Achievement Motivation of UP Board students were found out to be 0.25. Thus, the

hypothesis that there exists no significant effect of Parental Encouragement on Achievement Motivation of CBSE Board students is rejected at .05 and is accepted at .01 level.

Result Analysis and Discussion

H1: There exists no significant difference between parental encouragement of boys and girls.

Finding: No significant difference was found between the Parental Encouragement of boys and girls ($t = 0.35$). Hence the hypothesis is accepted.

Students were found to have average Parental Encouragement (Mean Scores = 62.43). It may be interpreted that students were neither more or less encouraged by their parents.

The reason for such result might be that today parents are more aware and educated so they treat both the genders at par. Through the positive influence of media parents attitude has changed a lot that is why, gender differences are diminishing.

Achievement Motivation of boys and girls

The following hypothesis was tested in relation to Achievement Motivation of boys and girls:

H2: There exists no significant difference between achievement motivation of boys and girls.

Finding: No significant difference was found between the Achievement Motivation of boys and girls ($t = 0.70$). Hence the hypothesis is accepted.

Boys and girls were found to have Average Achievement Motivation (Mean Scores = 28.86). It may be interpreted that students were neither more or less motivated by their parents. The reason for above result may be due to the fact that with the changing phase of the society, the gender differences are diminishing. Both boys and girls are motivated towards their achievement in similar way. Parental Encouragement in relation to Achievement Motivation. The following is a summary of hypotheses tested and their results:

XIII. CONCLUSION

The findings of the present study lead to the following conclusions:

1. With reference to Parental Encouragement of secondary school students it was found that students had average Parental Encouragement. Both boys and girls were found to have Parental Encouragement. It means that boys and girls were neither more or less motivated by their parents. It can be concluded that there exists no gender differences in respect of Parental Encouragement of secondary school students as now a days parents treat both the genders at par.
2. In respect to Achievement Motivation level secondary school students were found to have average motivation level. Both boys and girls Achievement Motivation level more or less was equal which indicates that the growing awareness of parents gender differences are diminishing day by day.

SUGGESTIONS FOR FURTHER RESEARCH

The present investigation is mere a step towards understanding Parental Encouragement in relation to Achievement Motivation at secondary level. Further research may be carried out to throw light on the unsolved issues of this study and to confirm or modify its results.

- The present investigation was carried out upon the students of some specific schools of Greater Noida. In order to give more conclusive results, this study needs to be carried out on a large population and on a longitudinal basis.
- The present investigation can be replicated by taking students of different age groups.
- A developmental study is also suggested to see the effectiveness of the counseling of the parents on Parental Encouragement of the school children.

Delimitations of the Study

1. The scope of the study by specifying the areas to which the conclusions will be confined and*
2. The procedural treatment including the sampling procedures, the techniques of data collection and analysis, the development of measuring tools and their use in study.

The present study was delimited as follows:

- The present study is delimited to only one variable - Achievement Motivation.
- This variable seems to be important requisite motives for the parental encouragement.
- The sample of the study is delimited in terms of the geographical location and academic level of students. The study is confined to secondary school students of Greater Noida only for reasons of facility and convenience.
- Student of CBSE board and UP board was taken for study.

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