

ACHIEVEMENT MOTIVATION AMONG ADOLESCENTS IN RELATION TO THEIR PARENTAL ENCOURAGEMENT

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ABSTRACT

The achievement motivation plays a significant role in all spheres of human life particularly amongst students at schools. The reason being they are the future ray of hope of any nation. However, parental encouragement plays an important role in achievement motivation of their children. The present paper aims to examine the achievement motivation of adolescents in relation to their parental encouragement. The study targeted a population of 100 adolescents (50 boys and 50 girls). In furtherance, Achievement Motivation Scale (1985) by Deo –Mohan and Parental Encouragement Scale (1988) by Sharma have been used. The descriptive survey has been carried out for collection of data. The data obtained have been subjected to statistical analysis, wherein mean, standard deviation and t-test are calculated accordingly. The findings revealed that a significant mean difference has been found in achievement motivation and no significant difference in the parental encouragement of school adolescents in relation to their gender. The study also proposed that the level of achievement motivation of adolescents is higher as compare to the adolescents who are not encouraged by their parents and there was significant correlation between achievement motivation and parental encouragement of school adolescents. It means more the adolescents are encouraged by their parents, greater is their achievement motivation. The study suggested that schools should make conscious effort to prepare the parents to give proper parental encouragement and guidance to their children for their academic excellence

Keywords: Achievement Motivation, Parental Encouragement, Adolescents.

INTRODUCTION

Achievement motivation is a subjective, internal, and psychological drive, enabling individuals to pursue work they perceive to be valuable and eventually achieve their goals. Atkinson and Feather (1966) suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure. Dave and Anand (1979) stated that achievement motivation is a desire to do well relative to some standard of excellence. Parental encouragement implies treatment provided by parents to their children, which can nurture the hidden potentialities with them. It can be in the form of guidance, concern, care, an approval by them and can act as a driving force for the children to take a particular decision in life (Narad and Abdullah,2016). Agarwal (1999) parental encouragement is perceived by the child. Parental encouragement is one such aspect pertaining to home which helps the child to develop good ideas, habits, modes of thinking and behavior which makes the task of the school easy and ensure good study habits in children. Gupta and Bashir (2017) Encouragement of parents is one of the features of parent behavior patterns. It relates to the behavior instigated from parents towards the child with an outlook to improve the potentials of imminent occurrences of respectable behavior by concern, care, guidance and approval. Encouragement of parents is of excessive importance in evolving academic as well as psychological behavior of a child.

REVIEW OF RELEVANT LITERATURE

Kales (2015) investigated the relationship between achievement motivation and parental involvement among 250 secondary school boys and girls. The results of the study concluded that there is a significant relationship between achievement motivation and parental involvement among secondary school boys and girls. Thus, achievement motivation and parental involvement are directly related to each other, that means with the increase in parental involvement, achievement motivation will also increase and vice-versa.

Barathi and Lawrence (2016) conducted a study on 350 higher secondary school students from ten schools at Thanjavur district to study the relationship between parental encouragement and academic achievement of higher secondary school students. The result showed that there is significant relationship between parental encouragement and academic achievement of higher secondary school students.

Suvidha and Gera (2016) examined the level of parental encouragement and achievement motivation among 200 adolescents(100 girls and 100 boys). The results showed that majority of adolescents have normal level of parental encouragement and achievement motivation pursued by high and low. The research revealed that there was no significant difference in boys and girls in relation to their parental encouragement. The results of the study also proposed that there was significant correlation between parental encouragement and achievement motivation. It can be concluded that more the adolescents are encouraged by parents, greater is their achievement motivation.

Khare (2019) examined the relationship between children's perceptions of their parent's academic engagement, children's personal characteristics and their school achievement motivation on 100 students (50 from urban schools and 50 from rural schools). The results of the study concluded that students who are encouraged by their parents and also supported them in their school activities have benefited in their school performance. Parents of rural children are less optimistic, less supportive, unfriendly and display less empathy than parents of urban children.

Hassan and Bhasha (2020) conducted a study on the relationship between parental encouragement, academic motivation and academic achievement of 200 ninth class students (Telugu and English medium) in secondary schools of Prakasam district. The results showed that there is a positive and significant relationship between parental encouragement, academic motivation and academic achievement of ninth class students in secondary schools of Prakasam district.

OBJECTIVES OF THE STUDY

1. To study and compare the achievement motivation of adolescents in relation to their gender.
2. To study and compare the parental encouragement of adolescents in relation to their gender.
3. To study and compare the achievement motivation of school adolescents in relation to their parental encouragement.
4. To find out correlation between achievement motivation and parental encouragement of school adolescents.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in the achievement motivation of school adolescents in relation to their gender.
2. There will be no significant difference in the parental encouragement of school adolescents in relation to their gender.
3. There will be no significant difference in the achievement motivation of school adolescents in relation to their parental encouragement.
4. There will be no significant correlation between academic motivation and parental encouragement of school adolescents.

DESIGN OF THE STUDY

In the present study, descriptive survey method was employed to collect data. Descriptive research study was designed to obtain pertinent information concerning the current status of the phenomenon and wherever possible to draw valid general conclusions from the facts discovered.

SAMPLE OF THE STUDY

In the present study, a random sampling technique was employed. The sample consisted of 100 students of private schools of Panchkula. Out of 100 students, 50 were boys and 50 were girls.

TOOLS USED FOR THE STUDY

1. Achievement Motivation Scale (1985) by Deo -Mohan
2. Parental Encouragement Scale (1988) by Sharma

STATISTICAL TECHNIQUES USED

The study employed various descriptive and inferential statistical techniques such as:

- Descriptive analysis namely, Mean and Standard deviation.
- Correlation Analysis namely, Pearson's Coefficient of correlation

RESULTS AND DISCUSSION

Hypothesis 1 states, "There will be no significant difference in the achievement motivation of school adolescents in relation to their gender." This hypothesis has been tested with the help of results entered in Table 1.

Table 1: Results showing mean, S.D. and t-ratio on achievement motivation of school adolescents in relation to their gender.

	N	Mean	S.D.	t-ratio	Level of Significance
Male	50	128.22	19.99	-2.021	Significant at 0.05 level
Female	50	135.40	15.21		

Table 1 represents that the mean scores of achievement motivation of males was 128.22 and of females was 135.40. Standard deviations of males and females were 19.99 and 15.21 respectively. The t-ratio was -2.021. From the result, significant difference was found in mean scores of achievement motivation of male and female senior secondary school students. Hence, Hypothesis 1, i.e., “There will be no significant difference in the achievement motivation of school adolescents in relation to their gender”, has been rejected.

Hypothesis 2 states, “There will be no significant difference in the parental encouragement of school adolescents in relation to their gender.” This hypothesis has been tested with the help of results entered in Table 2.

Table 2: Results showing mean, S.D. and t-ratio on parental encouragement of school adolescents in relation to their gender.

	N	Mean	S.D.	t-ratio	Level of Significance
Male	50	58.48	12.23	-1.695	Not Significant
Female	50	62.08	8.70		

Table 2 represents that the mean scores of parental encouragement of males was 58.48 and of females was 62.08. Standard deviations of males and females were 12.23 and 8.70 respectively. The t-ratio was -1.695. From the result, no significant difference was found in mean scores of parental encouragement of male and female senior secondary school students. Hence, Hypothesis 2, i.e., “There will be no significant difference in the parental encouragement of school adolescents in relation to their gender”, has been accepted.

Hypothesis 3 states, “There will be no significant difference in the achievement motivation of school adolescents in relation to their parental encouragement.” This hypothesis has been tested with the help of results entered in Table 3.

Table 3: Results showing mean, S.D. and t-ratio on achievement motivation of school adolescents in relation to their parental encouragement.

	N	Mean	S.D.	t-ratio	Level of Significance
Male	27	138.48	15.50	2.77	Significant at 0.01 level
Female	27	124.70	20.62		

From Table 3 it can be seen that the t-value is 2.77 which is significant. The mean scores of achievement motivation in relation to their parental encouragement are 138.48 and 124.70 respectively. It shows that the mean scores of achievement motivation of school adolescents in relation to their parental encouragement differ significantly. From the result, significant difference was found in mean scores of achievement motivation of school adolescents in relation to their parental encouragement. Hence, Hypothesis 3, i.e., “There will be no significant difference in the achievement motivation of school adolescents in relation to their parental encouragement.”, has been rejected.

Hypothesis 4 states, “There will be no significant correlation between achievement motivation and parental encouragement of school adolescents.” This hypothesis has been tested with the help of results entered in Table 4.

Table 4.: Results showing mean, S.D. and t-ratio on the achievement motivation of school adolescents in relation to their parental encouragement.

Achievement Motivation	Parental Encouragement
	.354**
** Significant correlation between Achievement Motivation and Parental Encouragement.	

From Table 4. it can be seen that the coefficient of correlation between achievement motivation and parental encouragement came out to be 0.354 which is positive and significant at 0.01 level. Hence, hypothesis 4 i.e., “There will be no significant correlation between achievement motivation and parental encouragement of school adolescents”, has been rejected at 0.01 level of significance

CONCLUSIONS

1. There was significant difference in the achievement motivation of school adolescents in relation to their gender as girls possess high achievement motivation than boys.
2. There was no significant difference in the parental encouragement of school adolescents in relation to their gender as boys and girls possess the same level of parental encouragement.
3. There was a significant difference in the achievement motivation of school adolescents in relation to their parental encouragement. The level of achievement motivation of adolescents is higher as compared to adolescents who are not encouraged by their parents.
4. There was significant correlation between achievement motivation and parental encouragement of school adolescents. It means the more adolescents are encouraged by their parents, the greater is their achievement and motivation.

RECOMMENDATIONS

1. Schools should make a conscious effort to prepare the parents to give proper parental encouragement and guidance to their children for their academic excellence.
2. Schools should organize parent teacher meetings and educate the parents about different psychological variables that influence their children's studies.
3. Schools should organize guidance and orientation programmes for the parents for creating good rapport with the teachers which will help them to know their child's behavior, performance, interest, etc.

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