

# Parental Encouragement And Achievement Motivation Among Adolescents

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**Abstract:** The study aimed to assess the level of Parental Encouragement and Achievement Motivation. The study was conducted on 200 secondary and higher secondary students (100 girls and 100 boys) from 2 schools one private and one government schools of Delhi. The major objectives were to find out gender differences in Parental Encouragement and Achievement Motivation, to find out the differences in Parental Encouragement and Achievement Motivation in students of government and private schools and to find out correlation between Parental Encouragement and Achievement Motivation. The standardized tools used for data collection were Parental Encouragement Scale by Dr. R.R.Sharma (2014) and Deo-Mohan achievement motivation scale developed by Prof. Pratibha Deo and Dr. Asha Mohan (2011). The results showed that majority of adolescents possess average level of parental encouragement and achievement motivation followed by high and low. Findings of the present study also revealed that non-significant gender differences existed in parental encouragement and achievement motivation levels of girls and boys respondents indicating that boys and girls adolescents perceived their parents to be non-biased as far as parental encouragement is concerned. On the other hand, there is significant differences in Parental encouragement and achievement motivation in students of private and government schools students, Result revealed that parental encouragement and achievement motivation are significantly correlated with each other. It can be concluded that more the adolescents are encouraged by parents, greater is their achievement motivation.

**Index terms:** achievement motivation and adolescents and parental encouragement

## 1. INTRODUCTION

Adolescent is a period that is marked with not only biological changes but psychological change as well, many researcher labels this period as "storm and stress". There is a lot self-identity issue, self determination problem and many more. It is a transition span where behaviour is distinguishes by instability, unpredictable impulses and change, a period when actions and emotions are much more extreme, intense and are elicited with lesser provocation than before. It is a period which requires greater attention and encouragement. Parents play a crucial role in shaping adolescent aspiration and achievement. Family factors such as parental encouragement seem to extent certain influences on adolescent's achievement motivation. Adolescents who are motivated generally perform well on the overall success of schools. Parental Encouragement implies when parents approve or refuse of any activity associated with education or revoke obstacle felt by an adolescent in the process or guide right and what is wrong. Parental encouragement indicate the treatment originating from mother and father towards an adolescent with a view to magnify the possibilities of futurity occurrences of good performance by care, consent and guidance. It focused on parents serving as partners in student learning and provides effective support for student's involvement in school related activities. It plays a major role in the overall development of adolescent. It also helps them to cope the future difficulties and issues of life. It involves several things like deep knowledge of growth and developmental process and also learning of reinforcement, personality patterns and interpersonal action etc.

Parental involvement is a significant predictor of achievement motivation of secondary and higher secondary students. Kathleen V .Hoover-Dempsey [1] Achievement motivation is perceived as a latent disposition that is manifested in over striving most when the person perceives performance as an instrument to a sense of personal attainment and accomplishment .Atkinson & Feather [2] It helps a person orients oneself towards an object of conditions that he does not process but individual values those objects and ought to process them, this may be regarded as having an achievement motive. Irving Sarnoff [3]. It is also regarded as a motivation involving an ambitious tendency to strive for standard of excellence. It is a psychological drive that motivates an adolescent to strive for becoming proficient in particular field by the successful accomplishment and achievement of goals by a sense of self worth. The educators examine that the more actively engaged parents in their children's education, appears to influence children's perceptions of competence and better student attributes in school related to achievement. Mohanty. [4]. Achievement motivation is the primary concerns of today's education system and overall success. Therefore, it is significant to study achievement motivation among adolescents. The secondary and higher students of are overly emotional because of their adolescent period and also expectation out of world pleasure. The parents are the supporter for the children which influence the achievement of student Parental encouragement will bring out remarkable change in overall performance. This research is unique to examine and present in what way and how parental encouragement brings change in achievement motivation among adolescents, as parents play a significant role in shaping the overall personality structure of an adolescents. Several studies were conducted to see the relationship between parents education and achievement motivation but the present investigation explore the association between parental encouragement and achievement motivation in various areas i.e., general interest, dramatics and sports etc. This study is unique to determine the issue that achievement motivation is not to be left in the hands of teachers and academic institution alone but parental encouragement play a major role in child

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overall success. The major objectives of this investigation is to study the level of Parental Encouragement among adolescents, to study the level of Achievement Motivation among adolescents, to find out gender differences in Parental Encouragement and Achievement Motivation, to find out the differences in Parental Encouragement and Achievement Motivation in students of government and private schools and to find out correlation between Parental Encouragement and Achievement Motivation. Several studies asserted the relationship between achievement motivation with parental supports and gender differences, result showed that positive correlation between achievement motivation and parental supports. [5]. A research has found the effect of parental involvement in association with the academic achievement of their children. Analysis reveals that parental involvement has effective effect in academic success of their children.[6] An investigation evaluated the relationship between achievement motivation and parental encouragement of adolescent girls, study revealed prerequisite positive relationship between achievement motivation and parental encouragement, The study also revealed significant difference on achievement motivation and parental encouragement among adolescent girls of private and government school in district Anantnag. [7] A Research examined the relationship between Parental Encouragement and Academic Achievement of Higher Secondary School Students. Survey method was used. Result revealed that there is significant relationship between parental encouragement and academic achievement of higher secondary school students [8]. A study found the effects of achievement motivation with students' achievement and role of gender for the link between achievement motivation, parental involvement and students' achievement. Results indicate that parental involvement has positive impact with achievement motivation and achievement of students, which reveals that achievement motivation is prerequisite to students success, findings contribute to understanding the positive relationships between parental involvement with achievement motivation and student's achievement among the vocational college's students [9].

## 2. METHODOLOGY

The total sample of the study consists of 200 students of two schools (one private and one government) of Delhi. The first step taken by the investigator was that the principals of the schools were approached for seeking prior permission to contact the respondents and told about the project work on the topic "Parental encouragement and achievement motivation among adolescents". The purpose was explained. Schools were selected conveniently and out of those schools 200 adolescents were selected by Systematic Random sampling technique. The attendance list of adolescents of 9<sup>th</sup> to 12<sup>th</sup> classes were sought from the teacher, Researcher selected every third student from each class list. From each class 25 students are taken in total 12 boys and 13 girls or 13 girls and 12 boys. The respondents were informed about the purpose of study. The tool was administered to the students with the help of teacher. Researcher distributed the tools to the students of each class and asked the students to read the instructions carefully and then fill the tool carefully. Thus, the data was

collected from the students. This process was followed in the both schools for the data collection.

## Measures

Parental Encouragement Scale developed by Dr. R.R.Sharma (2014) and Deo-Mohan Achievement Motivation Scale developed by Prof. Pratibha Deo and Dr. Asha Mohan (2011) were used in this study.[10].

## 3. RESULT AND DISCUSSION

The data obtained were coded, tabulated and processed using SPSSv20. Keeping in mind the objectives of the study, appropriate statistical techniques were used to draw meaningful inferences.

**Table 1** Frequency and Percentage distribution of adolescents on Parental Encouragement

Parental Encouragement Level	Frequency (200)	Percentage
Very High Parental Encouragement	14	7%
High Parental Encouragement	31	15.5%
Average Parental Encouragement	78	39%
Low Parental Encouragement	19	9.5%
Very Low Parental Encouragement	58	29%

As reflected from Table 1, percentage wise data of adolescents on parental encouragement. It is clear from the above table that majority of adolescent's falls in average level of parental encouragement. As for as level of parental encouragement of secondary and higher secondary school students is concerned, it is clear that 7% students have very high level of parental encouragement, 15.5% possess high level of parental encouragement 39% have low level of parental encouragement, 9.5% students have low level of parental encouragement and 29% of students possess very low level of parental encouragement. The results found that adolescents have average level of parental encouragement.

**Table 2** Frequency and Percentage distribution of adolescents on Achievement Motivation

Level of Achievement Motivation	Frequency (200)	Percentage
Highly Motivated	1	0.5%
High Motivation	3	1.5%
Above Average Motivation	15	7.5%
Average Motivation	40	20%
Below Average Motivation	29	14.5%
Low Motivation	53	26.5%
Lowest Motivated	59	29.5%

Table 2 illustrates percentage wise data of adolescents as per different levels of Achievement motivation. Result indicates that 0.5% of adolescent's respondents were highly motivated. Whereas 1.5% of respondents have high level of achievement motivation and 7.5% of adolescents have above average level of Achievement motivation, 20% of adolescents have average level of Achievement motivation, 14% of adolescents possess below average level of Achievement motivation, 26.5% of adolescents have low level of achievement motivation and 29.5% adolescents hold lowest level of motivation.

**Table 3** Mean S.D & t-value of Parental Encouragement and Gender difference

Gender	N	Mean	SD	t value	P value
Girls	100	62.52	10.71	1.207	.229 <sup>NS</sup>
Boys	100	60.66	11.57		

**t-test is non-significant at the 0.05 level**

As reflected from Table 3, the mean scores, standard deviation and t-score of the gender difference in parental encouragement. As evident from above table the tabulated value of 't' is 1.207,  $p > .229^{**}$  at 0.05 level of significance, this study revealed that there is no significant difference between parental encouragement of boys and girls.

**Table 4** Mean, S.D & t-value of Achievement Motivation and Gender difference

Gender	N	Mean	SD	t value	P value
Girls	100	125.59	23.08	4.33	.665 <sup>NS</sup>
Boys	100	124.17	23.27		

**t-test is non-significant at the 0.05 level**

Table 4 shows the mean scores, standard deviation and t-score of the gender difference in parental encouragement. Since, calculated t-value is 4.33,  $p > .665^{**}$  at 0.05 level of significance, this table clearly shows that there exists no significant difference between achievement motivation of boys and girls.

**Table 5** Mean, S.D & t-value of Parental Encouragement among students of Private and Government schools

Group	N	Mean	SD	t value	P value
Private school students	100	57.7700	12.20	5.275	0.000 <sup>*</sup>
Government school students	100	65.4100	7.805		

**\*\* significant at the 0.05 level**

Table 5 clearly shows the mean score, standard deviation and t-score of difference between parental encouragement of government and private school students. It is clear from the table that the calculated t-score -5.275 and  $p < 0.000^{**}$  is significant at 0.05 level of significance, hence it can be concluded that there is significant difference between parental encouragement of government and private schools students.

**Table 6** Mean, S.D & t-test of Achievement Motivation among students of Private and Government schools

Group	N	Mean	SD	t value	P value
Private school students	100	118.64	23.62	3.953	0.00 <sup>**</sup>
Government school students	100	131.12	20.95		

**\*\* significant at the 0.05 level.**

It can be seen in Table no.6, the mean score, standard deviation and t-score of difference between achievement motivation of government and private school students. Table clearly shows that the calculated t-score 3.9535 and  $p < 0.000^{**}$  is significant at 0.05 level of significance, hence it can be concluded that there is significant difference between achievement motivation of government and private schools students.

**Table 7** Correlation between Parental Encouragement and Achievement Motivation

Parental Encouragement And Achievement Motivation	Pearson Correlation	'p' Value
	.222	002 <sup>**</sup>

**\*\*Correlation is significant at the 0.01 level (2-tailed).**

On perusal of the table 7, it is evident that the 'r' value .222 was found to be significant. Karl Pearson's co-efficient of correlation was used to access the relation between Parental Encouragement and Achievement Motivation. The result shows that correlation between Parental Encouragement and Achievement motivation was found to

be significant. It can be inferred that more the students are encouraged by parents, better is their achievement motivation.

#### 4. CONCLUSION

As per statistical analysis and results, following conclusion has been drawn out from the present study:

- On the basis of findings the researcher conclude that majority of adolescents possess average level of parental encouragement followed by high and low.
- The results revealed that majority of the adolescents reported average level of achievement motivation whereas very few respondents had high level of achievement motivation.
- Findings of the present study also revealed that non-significant gender differences existed in parental encouragement levels of boys and girls respondents indicating that boys and girls adolescents perceived their parents to be non biased as far as parental encouragement is concerned. Indicating that both boys and girls were equally encouraged by their parents.
- On the other hand, there is significant differences in parental encouragement and achievement motivation in students of private and government schools students. The adolescent studying in private schools and government school of Delhi differ significantly with respect to their Mean, S.D and t-value of parental encouragement and achievement motivation. The mean score of government school students on parental encouragement and achievement motivation is higher as compared to private school students.
- The parental encouragement and achievement motivation are significantly correlated with each other. It can be inferred that more the adolescents are encouraged by parents, greater is their achievement motivation .

#### 5. RECOMMENDATIONS

The recommendations based on the following study includes recommendations for both teachers and the parents.

##### Recommendations for Parents

The method of providing encouragement and reward to the children for their performance should be well informed to the parents. They should be able to identify the talents of the child and provide inspiration and guidance according to it. The capacity of the child should be kept in mind before setting expectations for future goals and achievements. The child must have the freedom to express the problems he/she is facing freely to the parents. Factors like setting achievable targets and providing intrinsic motivation has a great impact on child's achievements even in the absence of any external rewards. Children often face anxiety and fear of failure when the parental encouragement demands are unreasonably high, hence parents should be cautious about it.

##### Recommendations for Teachers

Recommendations for teachers includes factors like provision of educationists in schools in order to create awareness amongst parents about parental encouragement in order to improvise the overall achievement and performance. School authorities and parents should work hand in hand to improvise the achievement motivation amongst students. It is a combined responsibility of both teachers and parents to reach for the betterment and all-round development of children. A well planned training programme also leads to enhancement of achievement motivation. Teachers must be provided with strategies like workshop training, in service training courses and refresher courses in order to equip them with mandatory skills and competencies that are required for enhancing the achievement motivation of the students.

#### 6. IMPLICATIONS OF THE STUDY

The findings of this study will be helpful to improve the psychological makeup of parents and teachers by collaboration to examine the aspects in which they lack attention like encouragement, and motivation which they provide to their children in order to enhance achievement motivation.

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