

Study of The Relationship Between Achievement Motivation and Parental Encouragement of Adolescent Girls in District Lucknow



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Abstract

The purpose of the present study is to investigate the relationship between achievement motivation and parental encouragement of adolescent girls in district Lucknow. The study was descriptive-co relational in nature and the data were collected using achievement motivation scale and parental encouragement scale through survey method. The sample of the study was 200 adolescent girls selected through random sampling technique. Achievement Motivation Scale by Dr. Shah Beena (2000), reliability of the test of girls 0.83 and test-retest reliability was 0.93 calculated. A significant positive relationship was found between achievement motivation and parental encouragement of adolescent girls. The study revealed significant difference on achievement motivation and parental encouragement among private and government adolescent girls in district Lucknow. Private school adolescent girls have higher achievement motivation and parental encouragement as compared to government school adolescent girls.

Keywords: Parental Encouragement, Achievement Motivation & Adolescent Girls.

Introduction

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continues throughout life. It is constant and ongoing. Schooling generally begins somewhere between the ages four and six when children are gathered together for the purposes of specific guidance related to skills and competencies that society deems important. In the past, once the formal primary and secondary schooling was completed the process was finished. However, in today's information age, adults are quite often learning in informal setting throughout their working lives and even into retirement.

Wastage in Indian education, particularly at the primary level and secondary level is a common phenomenon. Wastage has been considered the great impediment in the achievement of the goal of universalisation of primary education. It is found that one out of every two students at the secondary school examinations in the country fails to qualify every year. All over the world, education is highly acclaimed as the most essential prerequisite for human development. The difference between developed and developing nations is not on the basis of color, race or any other criteria, but on the basis of education and knowledge. Even in a society itself, people are differentiated on the basis of the quality of education, received by them. Education therefore has an immense impact on the development human society.

Achievement Motivation is directly related to student's growth and development of knowledge in an educational situation where teaching and learning process takes place. It gives children an opportunity to develop their talents, improve their grades and prepare for the future challenges.

Education is a continuous human endeavor to achieve perfection. Education is the basic key to all processes of development, especially, human development. Education is fundamental to holistic development of

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human potential-material and spiritual. It refines sensibility and perceptions that contribute to national cohesion, a scientific temperament, scientific attitude and independence of mind and spirit. Parental encouragement is a support and appreciation of their wards activity when they were satisfied with him in relation to his attainment of education. Involvements of parents and encouragement have impact on educational attainment and success. Encouragement of younger children also adds to the probability of a specified outcome of their eventually graduating from high school. There are three most important ways parents can get involved in supporting their children's learning: Learning at home, school /home partnership, parental representation. Kotnala, et al (2014) revealed that rural adolescents whether male or female, perceive less parental encouragement which leads to lesser self-confidence. On the contrary urban adolescents, whether male or female, perceive high parental encouragement which leads to higher self-confidence. Bindu and Aruna (2014) showed that parental encouragement is positively related to process skills of adolescent students. Gupta (2014) revealed that there is a significant relationship among mental health and parental encouragement among secondary school students. Singh (2015) found that parental encouragement of urban secondary school students was significantly better than rural students and adjustment of rural secondary school students was found significantly better than urban students. The parental encouragement was significantly and positively related to adjustment in case of female and urban secondary school students. Mahajan (2015) showed that academic stress was significantly and negatively correlated with parental encouragement. Mishra (2015) revealed that there is significant impact of parental encouragement on academic achievement of boys and girls of high and low parental encouragement groups. It was concluded that academic achievement of middle school students may be enhanced by parental encouragement.

Achievement motivation is one of the many important factors which determine academic proficiency of students. The motive to achieve produces consistent striving for the pursuit of academic goals. It has been observed that extrinsic and intrinsic rewards such as high grades, distinctions, sense of pride and passion for learning influences the achievement motivational level of students in academic settings (Covington, 2000). Achievement motivation is defined as a disposition to strive for success and/or the capacity to experience pleasure contingent upon success. It involves a concern for competition with some standard of excellence (Atkinson, 1957). Achievement motivation is a pattern of planning of actions and of feeling connected with hard efforts to achieve some internalized standard of excellence. It involves a fundamental assumption that the desire to achieve something of excellence is inherent in all being. Salami (2004) conducted an extensive review literature of achievement motivation and concludes that various studies found significant relationship between vocational interests and achievement

Asian Resonance

motivation. Chabra&Kumari (2011) indicated that parental encouragement level influences the achievement motivation in academic area. Higher the level of parental encouragement, better the achievement motivation.

AlzboonSalee (2013) showed significant positive relationship between the social adaptation and the achievement motivation. Jagtap (2015) revealed that achievement motivation of students was significantly correlated with academic achievement. No significant correlation was found between scores of achievement motivation, intelligence and socio-economic status. Results of multiple regression revealed that academic achievement was significant predictor of achievement motivation. Bharanbe (2016) showed that the student of private school have significantly higher achievement motivation in comparison to government school students. So, in short we can conceptualize parental encouragement is treatment originating from parents towards the child with a view to enhancing the possibilities of future occurrence of good behavior by care, concern approval and guidance. The present study was directed towards investigating the achievement motivation of adolescent girls in district Lucknow of Uttar-Pradesh in relation to their parental encouragement.

Justification of The Study

An individual is the primary unit of society, The harmonious development of individual's personality as an integrated human beings adequate upon the wider process of education which takes care of various dimensions of personality i.e. physical, intellectual, emotional as well as social. The education system helps the individual to move towards knowledge and thus towards wisdom. Achievement motivation of an individual plays very important role in deciding the educational stream as well as settlement in future life. Parents need to be more conscious about the education of their children especially of their daughters. By educating their daughters, they can help them live a dignified life. They need to accept the fact that daughters can bring them equal fame as they expect from their sons. Girls are no less than boys in any field. By imparting education to girls parents can contribute a lot towards the building of a responsible society and a responsible nation. Education can make women self-dependent, responsible and strong. It would make them enlightened and empowered. Keeping in view, the careless and unconcerned attitude towards education of girls, the investigator selected to explore the achievement motivation of adolescent girls, because achievement motivation acts a base foundation for future success of an individual. Moreover it was quite clear from the related literature, through numbers of studies were conducted in the area of achievement motivation and parental encouragement. Hence the paucity of research and the greater concern for the people of valley with respect to offering them a better quality of life and life skills, so as to cope up with 21st century needs and the challenges inspired to investigator to undertake the present study.

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Operational Definitions

The key terms used in the study have been defined to attain greater precision and clarity. The operational definitions of such terms are given below.

Achievement Motivation

Achievement motivation means to achieve one's goals, one need to aspire at a higher level and try to overcome any obstacles to succeed. It is a need to succeed and strive against standards of excellence. It serves to motivate an individual to do well. Achievement motivation includes need achievement, academic challenge, attitude towards education, inter-personal relations. For this study the achievement motivation refers to scores on adolescent girls on achievement motivation scale.

Parental Encouragement

Parental encouragement is the treatment provided by the parents to their child which can nurture the hidden potentialities within them. It can be in the form of guidance, concern, care as Approved by them which can act as a driving force for the students to take a particular decision in life. Parental encouragement scale is an attempt to measure quantitatively the parental encouragement as perceived by the child.

Objectives

The objectives of the present study are:

1. To evaluate the relationship of achievement motivation of adolescent girls in district Lucknow, Uttar-Pradesh with their parental encouragement.
2. To study the adolescent girls studying in government and private schools of district Lucknow, Uttar-Pradesh with respect to their achievement motivation.
3. To study the adolescent girls studying in government and private schools of district Lucknow, Uttar-Pradesh with respect to their parental encouragement.

Hypotheses

1. There exists no significant relationship between achievement motivation and parental encouragement of adolescent girls of district Lucknow, Uttar-Pradesh.
2. There exists no significant difference in achievement motivation of adolescent girls studying in government and private schools of district Lucknow, Uttar-Pradesh.
3. There exists no significant difference in parental encouragement of adolescent girls studying in government and private schools of district Lucknow, Uttar-Pradesh.

Methodology

The study was descriptive-co relational in nature and the data were collected using

Table 1 (A): correlation between parental encouragement and achievement motivation of adolescent girls

| Variable | No. of student | Mean | R | R ² | Adjusted R square | F value |
|------------------------|----------------|-------|------|----------------|-------------------|---------|
| Parental encouragement | 200 | 76.54 | .149 | 0.022 | 0.017 | 4.522* |
| Achievement Motivation | 200 | 70.87 | | | | |

*Significant at 0.05 level of Significance

The above table 1 (A), shows the correlation coefficient of parental encouragement and achievement motivation of adolescent girls of district

Asian Resonance

achievement motivation scale and parental encouragement through survey method. The sample of the study was 200 adolescent girls selected through random sampling technique. The age range of participants was from 15-17, years. Participants were drawn from ten schools of district Lucknow, Uttar-Pradesh.

Tools

Following tools were employed to this study:

Achievement motivation (n-ach) inventory

Achievement Motivation (n-Ach) scale was constructed by Dr. Beena Shah (2000) consists of 40 items. Out of 40 items over 4 dimensions (need for academic success, need for vocational achievement, need for social achievement, need for skill achievement), every dimensions have 10 items. The values of the coefficient of reliability are varying between 0.77to 0.87 which infers that the test is highly reliable.

Parental Encouragement Scale

Parental encouragement scale prepared by Dr. Kusam Agarwal (1999) is used to measure parental encouragement. The responses of the subjects were assigned numerical values, ranging from 1 to 5, depending upon the degree of perceived parental encouragement. The responses always, most often, frequently, sometimes and never were given 5, 4, 3,2and 1 weight age respectively.

Procedure

The data was collected randomly from participants studying different schools of district Lucknow, Uttar-Pradesh. The investigator was taken the permission from the principal of senior secondary schools for the conducting the tests. The investigator was make clear the purpose of data collection and give directions regarding the attempt of statements in the tools namely, parental encouragement scale and achievement motivation inventory. The investigator was ensured the students that information provided by them would be kept confidential. Due care was taken that the respondents did not leave any item unmarked. Finally, scoring of each questionnaire was done manually.

Data Analysis

The data was analysed by using SPSS-20 Version, Regression and t-test were used to analyse the data.

Results

After the data was accumulated and processed by SPSS-20 version software, the research hypotheses were analyzed using regression and t-test. The results are presented in following tables:

Lucknow, Uttar-Pradesh. The coefficient of correlation is.149* and its square is 0.022. Regression suggests that parental encouragement can explain 2.2%

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variance of the criterion variable (achievement motivation). Therefore the first hypothesis of the study "There exists no significant relationship between

Asian Resonance

achievement motivation and parental encouragement of adolescent girls of district Lucknow, Uttar-Pradesh." stands rejected.

Table 1 (B): ANOVA for regression

| MODEL | Sum of squares | Df | Mean squares | F |
|----------------|----------------|-----|--------------|--------|
| Regression | 865.036 | 1 | 865.036 | 4.522* |
| Residual Total | 37876.719 | 198 | 191.297 | |
| | 38741.755 | 199 | | |

*Significant at 0.05 level of significance

It is evident from the above table 1 (B), the obtained F-value is statistically significant at 0.05 which indicates statistically significance of the relationship between parental encouragement and achievement motivation.

The predictive variable (parental encouragement) can predict the criterion variable (achievement motivation). Therefore, regression analysis is allowed and feasible.

Table 2: t-test for differences in achievement motivation of adolescent girls studying in government and private schools of district Lucknow, Uttar-Pradesh

| Sr. No. | Variable (Achievement Motivation) | N | Mean | S.D. | Difference of mean | S.E _D | t-ratio | Level of significance |
|---------|-----------------------------------|-----|--------|-------|--------------------|------------------|---------|---|
| 1. | Government School, Girls | 100 | 154.57 | 13.51 | 6.75 | 2.25 | 3.46** | Significant at .05 level no significant at 0.01 level |
| 2. | Private School, Girls | 100 | 161.32 | 13.61 | | | | |

**Significant at 0.01 level of significance

The results of investigating the differences in achievement motivation of adolescent girls studying in government schools and private schools of district Lucknow of Uttar-Pradesh have been presented in table 2. The results showed that there is significant difference between government school girls and private

school girls on achievement motivation. Therefore the second hypothesis of the study, which was stated that "There exists no significant difference in achievement motivation of adolescent girls studying in government schools and private schools of district Lucknow of Uttar-Pradesh.", stands rejected.

Table 3: t-test for differences in parental encouragement of adolescent girls studying in government and private schools of district Lucknow, Uttar-Pradesh

| Sr. No | Variable (parental encouragement) | N | Mean | S.D. | Difference of mean | S.E _D | t-ratio | Level of significance |
|--------|-----------------------------------|-----|--------|-------|--------------------|------------------|---------|---|
| 1. | GOVERNMENT SCHOOL, GIRLS | 100 | 286.31 | 36.21 | 34.78 | 2.25 | 5.83 | Significant at .05 level no significant at 0.01 level |
| 2. | PRIVATE SCHOOL, GIRLS | 100 | 321.09 | 46.41 | | | | |

**Significant at 0.01 level of significance

The results of the investigation on the differences in parental encouragement of adolescent girls studying in government schools and private schools of district Lucknow of Uttar-Pradesh have been presented in table 3. The result showed that there is significant difference between government school girls and private school girls on parental encouragement. Therefore the third hypothesis of the study, which was stated that "There exists no significant difference in parental encouragement of adolescent girls studying in government schools and private schools of district Lucknow of Uttar-Pradesh.", stands rejected.

Discussion

The study has been done to investigate the relationship between achievement motivation and parental encouragement. The results of the study revealed that there is a significant positive relationship between achievement motivation and students parental encouragement. Regression analysis of the preset paper demonstrated that about 2.2% variance

of students' achievement is explained by variables of parental encouragement. The results of our study are consisted with the findings of Chabra & Kumari (2011) indicated that parental encouragement level influences the achievement motivation in academic area. Higher the level of parental encouragement, better the achievement motivation.

Also, the results showed that there is a significant difference between government and private school girls on achievement motivation. The results of our study are consisted with the findings of Bharanbe(2016) showed that the student of private school have significantly higher in achievement motivation in comparison to government school students. It implies that private school girls had more achievement motivation than government school girls. Reason of this type of result is that students of private schools think or contemplate critically because their learning pattern is based on creativity, critical analysis, practical based, organization of ideas and teachers are well equipped with new teaching

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methods of teaching. Students are taught according to latest teaching methods and schools' academic and cultural environment or organizational climate play an important role in students' life. Private schools give emphasis on performance of the students and they are ready to exhibit their ability

Another part of the results indicated the difference between government and private school girls on parental encouragement. Private school student's perceived more parental encouragement than government school girls. This may be due to the fact that private school students were given more opportunities, facilities and favorable home environment for developing their goals and therefore the students are more performance oriented as compared to government schools.

Conclusions and Implication

There was a significant positive relationship of parental encouragement of adolescent girls of Lucknow, Uttar-Pradesh district with achievement motivation. The adolescent girls studying in private schools and government school of Lucknow, Uttar-Pradesh district differ significantly with respect to their Achievement motivation. The mean score of private school students on achievement motivation is higher as compared to government school students. The adolescent girls studying in private schools and government school of Lucknow, Uttar-Pradesh differ significantly with respect to their parental encouragement. The mean score of private school students on parental encouragement is higher as compared to government school students. Our results suggest that parental encouragement can predict achievement motivation. It implies that parental encouragement have a considerable role to play in the achievement motivation of adolescent girls studying in private and government school of district Lucknow, Uttar-Pradesh. The study recommended that both parents and school authorities, especially teachers should join hands together, so as to improve the achievement motivation of students. It is the joint responsibility of both parents and teachers to work towards the betterment of children rather should assist each other for the all-round development of children.

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