

A STUDY ON ACHIEVEMENT MOTIVATION AND PARENTAL INVOLVEMENT OF HIGHER SECONDARY STUDENTS OF MEERUT DISTRICT.

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ABSTRACT

The present study investigated the relationship between parent involvement and achievement motivation of higher secondary student of Meerut District. The study was conducted on 400 10th class CBSE students by giving due representation to urban and rural adolescents including 200 boys and 200 girls of Meerut District. Stratified random sampling technique was used for the selection of the sample. The descriptive survey method is used for the data collection using parental involvement scale constructed and standardized by Dr Vijaya lakshmi Chauhan and Dr Gunjan Ganotra Arora. And achievement motivation scale constructed and standardized by Prof. Pratibha Deo and Dr Asha Mohan. The findings of the study reported that there exists positive relationship between achievement motivation and parental involvement of the adolescents.

INTRODUCTION

Every child is unique in terms of his abilities. We know that in a class every child get same education then also there is difference in their achievement, because of many factors that are associated with achievement. And one of them is motivation. Motivation is generally defined as internal condition that stimulates direct and maintains behaviour. There is a strong relationship between learning and motivation. And achievement motivation plays a very important role in the success of adolescence. It acquired extraordinary importance in the field of education. It is shown that if a student lacks an urge to achieve, his performance will be hampered. So if we are really interested to improve the quality of education in our schools, then we have to pay proper attention to the harness the potentialities of our students by raising their level of achievement motivation. As for the origin and development of the achievement motive, it can be safely said that it is conditioned by one's early training, experiences and subsequent learning. In general, children usually acquire his achievement motive from their parent's lifestyle. Studies have been shown that the children whose independent training starts at an early age and who gets more autonomy within a cooperative, encouraging and less authoritarian family environment usually develop an achievement oriented attitude.

VARIABLES

Two variables are taken in this study namely achievement motivation and parental involvement. The definitions of the terms used in the present study are as:

Achievement motivation

Achievement motivation is the concept developed by the social psychologist Mc clelland to denote the strong urge felt by an individual or society for achievement in various aspects like education, culture, money etc., that satisfies the need of self esteem. The achievement motive is the deciding factor in attaining success in different fields. An achieving society is characterized by the history of a strong persistent achievement motivation. McClelland et al (1959) define achievement motivation as a competition with the standard of excellence. The achievement motivation is characterized by a desire to attain a high standard of excellence and to accomplish the unique objective. The self imposed requirement for good performance or accomplishment of something worthwhile, unique or excellent or need for mastery of difficult and challenging situation

hot performance in the pursuit of excellence. It comes into the picture when an individual knows that his performance will be evaluated, that the consequence of his actions will lead either to success or failure and that good performance will produce a feeling of pride in accomplishment.

Parental involvement

Parental involvement is the participation of parents in every facet of children's education and development from birth to adulthood, recognising that parents are the primary influence in children's lives. What does it mean to be an involved parent? A group of parents defined parent involvement as: being involved in their lives, at school, coaching, spend time together, doing activities, attending activities, listening and talking with them, reading together, having meals together, going on vacation and being there for them. Guide them, helping them with their education; help discern right from wrong, guiding through important decision, teaching citizenship and life skills, and developing their unique talents and abilities, to know them what is going on their lives. Paying close attention to where they spend their time and with whom, and also knowing their interests and passions. Have the right mind set being interested in the child's activities and loving them unconditionally and provide for them food, clothing, shelter and give them a wide range of experiences.

REVIEW OF RELATED STUDIES

Ellekkakumar and Elarka (2001) examined the achievement motivation of higher secondary students and their achievement in physics. The sample was comprised of 530 students studying in higher secondary school in Cuddalore district in Tamilnadu. Probability sampling technique was used to select the representative sample of the subjects who was studying physics. Descriptive normative method was used for the study. Correlation mean standard deviation and t test were used for the statistical analysis. The result of the study revealed that there was no significant differences in achievement mean score in physics between boys and girls Tamil medium and English medium. There exist the positive correlation between the achievement motivation and achievement marks in physics in respect of girls students studying in Tamil medium.

Begum 2013 conducted a study to see the relationship between the vocational interests of secondary school students and their achievement motivation. The sample comprised of 100 students (50 boys and 50 girls) from the secondary schools of Aligarh by using random sampling technique, standardized scale of achievement motivation by Dr Gopal Rao and to examined the vocational interest of the students, vocational interest record by UP Bansal and Prof DN Shrivastava were used for the collection of data. Mean standard deviation t test and product moment coefficient correlation technique were used for the analysis of data and the major objectives of the study were to find the relationship between achievement motivation of secondary school students. And the result of the study indicated that there exist significant relationship between achievement motivation and vocational interest of secondary school students. No significant difference was found in the vocational interest of male and female secondary school students.

Marboh Aloysius (2013) examined achievement motivation and its effect on academic achievement of secondary school students of nongstoin block West khasi hills district Meghalaya 151 students (70 boys and 81 girls) of 9th class was selected by purposive sampling. Standardized tools (reusable booklet) of Deo and Mohan were

used to assess the the achievement motivation of students. And to assess the academic achievement of the students their marks of previous classes was used for the analysis of data. T test and pearson's was calculated and the result indicates that there is no significant difference in achievement motivation of urban and rural secondary school students of of nongstoin block. Also an average relationship was found out between achievement motivation and academic achievement of secondary school students. It was indicated by the score of achievement motivation and academic achievements that there exist a relationship between these two variables of secondary school students, but it was not significant.

Rajesh Kumar and Beenu Verma (2019) examined the effects of home environment mental health and achievement motivation on the academic achievement motivation of school going students. 300 students of 12th standard students studying in various government school of Chandigarh taken for the sample. The sample was selected randomly. Mental health battery by Singh and Gupta, family environment scale by Bhatia and Chanda and achievement motivation scale by Deo and Mohan was administraitd on the sample and for the assessment of the academic achievement of the students, percentage of their previous class was used and the result of the study indicates that there exist positive relationship between mental health and academic achievement of 12th grade students. and it was also found out that mental health was correlated with family and achievement motivation of the adolescents.

Acharya and Joshi (2011) explored the relationship between achievement motivation and parental support of adolescents. 250 boys and 250 girls, total 500 students of 11th and 12th classes were taken as sample by using random sampling method. To measure the achievement motivation of the students Deo Mohan's achievement motivation scale, and to assess family support of the students, family support scale by Rajneesh were used. And the major findings of the study revealed that there exists a significant positive correlation between achievement motivation and parental support of the students.

OBJECTIVES OF THE STUDY

- To study the relationship between parental involvement and achievement motivation of higher secondary students.
- To study the relationship between parental involvement and achievement motivation of urban higher secondary students.
- To study the relationship between parental involvement and achievement motivation of rural higher secondary students.

HYPOTHESIS

- There exist no significant relationship between parental involvement and achievement motivation of higher secondary students.
- There exist no significant relationship between parental involvement and achievement motivation of urban higher secondary students.
- There exist no significant relationship between parental involvement and achievement motivation of rural higher secondary students.

SAMPLE

The investigator intended to explore the achievement motivation of class 10th students in relation to their parental involvement. The sample for the study comprised of 400 higher secondary students (200 rural and 200 urban) from 8 CBSE schools of Meerut city, which was selected through stratified random sampling technique. The study, however, is consisted of 400 students from the 8 schools.

TOOLS USED

In the present study Deo Mohan achievement motivation scale was adopted to examine the achievement motivation of the students which was developed by Prof. Pratibha Deo and Dr Asha Mohan. And to measure the level of parental involvement of a student, parental involvement scale by Dr Vijaya Laxmi Chauhan and Mrs Gunjan Malhotra Arora was used.

METHOD OF STUDY

The present study has been conducted through the normative survey method of descriptive research to explore the relation between parental involvement and achievement motivation of higher secondary students in Meerut District.

STATISTICAL ANALYSIS

To analyze the data Karl Pearson's coefficient of correlation have been used.

ANALYSIS AND INTERPRETATION OF THE DATA

Analysis means to break down the data in small parts and interpretation means to give meaning to the data. The detailed description of the statistical analysis and interpretation are given below:

Hypothesis 1

There exists no significant relationship between parental involvement and achievement motivation of higher secondary students.

Table 1

| Category | Variables correlated | N | 'r' | Significance at 0.01 level |
|-------------|------------------------|-----|------|----------------------------|
| Adolescents | Parental involvement | 400 | 0.62 | Significant at 0.01 level |
| | Achievement motivation | | | |

INTERPRETATION

When N=400 (technically N=398) the minimum value of r should be 0.098 and 0.128 to gain significant at 0.05 and 0.01 level of significance respectively. Table 1 depicts that the coefficient of correlation between parental involvement and achievement motivation of higher secondary student is 0.62 which is significant at 0.01 level of significance and marked as moderate positive correlation. This indicates that there is a substantial relationship between parental involvement and achievement motivation of higher secondary level adolescents. Thus the null hypothesis stating that "there exists no significant relationship between parental involvement and achievement motivation of higher secondary students", is rejected and it can be reframed as there exists a significant positive relationship between parental involvement and achievement motivation of higher secondary students.

Hypothesis 2

There exists no significant difference in the achievement motivation of higher secondary students with respect to their gender.

Table 2

| Category | Variables correlated | N | 'r' | Significance at 0.01 level |
|-------------|------------------------|-----|------|----------------------------|
| Adolescents | Parental involvement | 200 | 0.76 | Significant at 0.01 level |
| | Achievement motivation | | | |

INTERPRETATION

When N=200 (technically N=198) the minimum value of r should be 0.138 AND 0.181 to gain significant at 0.05 level and 0.01 level respectively. Table 2 reveals that the coefficient of correlation between parental involvement and achievement motivation of urban higher secondary student is 0.76 which is significant at 0.1 level of significance and marked as high positive correlation. Thus the null hypothesis stating that "there exist no significant relationship between parental involvement and achievement motivation of urban higher secondary students", is rejected and it can be concluded that there exist a significant and high positive correlation between parental involvement and achievement motivation of urban higher secondary students.

Hypothesis 3

There exists no significant difference in parental involvement of higher secondary students with respect to their gender.

Table 3

| Category | Variables correlated | N | 'r' | Significance at 0.01 level |
|-------------|------------------------|-----|------|----------------------------|
| Adolescents | Parental involvement | 200 | 0.42 | Significant at 0.01 level |
| | Achievement motivation | | | |

INTERPRETATION

When N=200 (technically N=198) the minimum value of r should be 0.138 and 0.181 to gain significant at 0.05 and 0.01 level of significance respectively. Table 3 shows that the coefficient of correlation between parental involvement and achievement motivation of higher secondary rural student is 0.42 which is significant at 0.01 level of significance and marked as low positive correlation between the two variables. Thus the null hypothesis stating that "there exists no significant relationship between parental involvement and achievement motivation of rural higher secondary students", is rejected and it can be inferred that there exists a significant and positive relationship between parental involvement and achievement motivation of rural higher secondary students.

FINDINGS AND DISCUSSION

1. There exists a significant positive relationship between parental involvement and achievement motivation of higher secondary students.
2. There exists a significant positive relationship between parental involvement and achievement motivation of urban higher secondary students.
3. There exists a significant positive relationship between parental involvement and achievement motivation of rural higher secondary students.

The results of this study depict that there lies significant positive correlation between the parental involvement and achievement motivation of higher secondary level students. This shows that parental involvement affects the achievement motivation of adolescent students to some extent. This study reveals that there lies high positive correlation

between parental involvement and achievement motivation of urban adolescents. And the reason for the above result may be that the urban parents support, guide, motivate and take direct interest in the education of their children, they are more aware than the rural parents. Because of this there exist low positive correlation between the parental involvement and achievement motivation of rural adolescents. The cause for the above result may be that most of the rural parents depend on farming and that they have not much time to spend with their children that's why their wards achievement motivation is affected. The result of present study is supported by Rajesh Kumar and Beenu Verma (2019) and Acharya and Joshi (2011). In their studies they found that the achievement motivation of adolescents was significantly and positively correlated with their home environment and family support.

IMPLICATIONS OF THE STUDY

This study is important for both parents and educators to understand why promoting and encouraging achievement motivation from an early age is imperative. Achievement motivation is crucial to a student academic success at any age. Because students form self concepts, values and believes about their abilities at a young age. The development of early academic motivation has significant implications for later academic careers. And the parents should encourage their children to achieve their potential and to provide them with emotional and academic support when needed. Teachers must appreciate students for their achievements. Teachers must make it clear to students about the types of goals they should set for themselves and should make the students focus on mastering skills and behaviour change rather than memorizing material.

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