

ACHIEVEMENT MOTIVATION AS RELATED TO PARENTAL INVOLVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract

Motivation has long been considered by psychologists and educators as important factor that affects the students learning and achievement. It is a common contention that adaptive motivational orientations facilitate learning and maladapted ones impede it. The term motivation is derived from the Latin word "Morex" or "Motum" which means to more motor of motor. It is a move towards set goals. Therefore, motivation is a force, which energizes the behaviour of learners.

Thus Achievement Motivation is also referred to as the need for achievement and is a wish to do well. It refers to the behaviour of an individual, who strive to accomplish something to do his best, to excel others in performance.

By Parental Involvement we mean the amount of participation as parent has when it comes to schooling of her child's life. It is the participation of parents in every facet of children's education and development from birth of adulthood, Parent Involvement has a sound research base attesting to the many potential benefits it can offer in education, it generally benefits children's and adolescents learning and academic success.

Introduction

Adolescence describes the age between 13 and 19 years and can be considered the transitional stage from childhood to adulthood. Adolescence can be the time of both disorientation and discovery.

The period of adolescence is mostly closely associated with the teenage years although its physical, psychological and cultural expression can begin earlier and later. Psychological development during adolescence is often accompanied by new stresses, behavioural changes

and relationship problems. Parental involvement in the lives of their adolescent children can help young people to learn how to cope with stresses and maintain physical and mental health.

Adolescent's achievement motivation has direct influence on their successful career. Parental involvement has positive influence on students' achievements motivation which is so intuitively appealing that society in general and education in particular have considered parental involvement as important ingredient for the remedy of many problems in education of adolescents.

The present century has rightly been called the century of motivation. The force which incites or stimulates an individual's actions and decides its direction is called Motivation. Motivation is the will to achieve or the will to perform. In the words of Redraft (1868) "Motivation is that which leads a person towards an end or goal".

Motivation is a very complex phenomenon which is influenced by multiple variables operating with an organism and in the environment. In our society, most of us develop a very strong urge to assert ourselves, to achieve or to get recognition in some shape or form. This has been called Achievement Motivation.

ACHIEVEMENT MOTIVATION :

The achievement motivation is a pattern of planning of actions and feelings connected with striving to achieve and internationalized standards of excellence.

In terms of context, achievement motivation may be characterized as the tendency to maintain and increase individual proficiency in all areas in which a standard of quality is taken as binding.

Achievement motivation is a learned disposition to strive to attain success in achievement situation and take pride in accomplishing successful performance. It refers to the behaviour of an individual who strives to accomplish something and excel others in performance. It reflects to a desire and a tendency to accomplish something difficult.

The achievement motivation is directed towards certain end results that are produced by one's own ability mainly to achieve success and to avoid failures, it is therefore goal oriented and goal directed.

The basis of achievement motivation is the achievement motive which is target to achieve. The desire of learner to improve the achievement at school or to get a good grade or to become an engineer and so on is known as Achievement Motive. Two motives are directly involved in the prediction of behaviour, implicit and explicit. These two motives often work together to determine the behaviour of the learner in direction and passion. [Brunstein and Maier, 2005]

In Atkinsons' words "Achievement motivation is an important determinant of aspiration, effort and persistence when an individual expects that his performance will be evaluated in relation to some standard of excellence. Such behaviour is called Achievement Oriented".

According to Murray (1938), "Achievement Motivation is a learned social motive to engage in activities of doing well and competing with some standard of excellence, the goal being attainment of an inner feeling of personal accomplishment".

According to MC. Clelland, (1953), "Achievement Motivation is associated with a variety of goals but in general its behaviour adopted will involve activity which is directed towards the attainment of some standard of excellence."

Researches in the areas of Achievement Motivation have amply demonstrated that this motive plays a crucial role in the individual and group behaviour in a variety of situations.

Alam (1992) observed that the amount of Achievement motivation varies with the level of socio-economic status and type of culture i.e. stronger achievement motivation is associated with higher socio-economic status.

Awadhiya and Singh (1997) reported that people who have high degree of Achievement Motivation, showed their unwillingness for favouring the reservation of job policy.

DEFINATIONS OF ACHIEVEMENT MOTIVATION

Achievement Motivation is defined by Mechanison as the striving to increase or keep as high as possible one's own capabilities in all activities in which a standard of excellence is thought to apply and where execution of such activities can, either succeed or fail. As pointed by Mechanson, the standard of excellence may be taken related, the persons tried to attain a high degree of perfection as a result of his performance, when it is self-related, the person compares his achievement with those of others. He further states whether the standard of

excellence is task related, self related and other related it consist of two parts fear of failure and hope of success.

Hawes explained that Achievement Motivation is a psychological need and energetic drive that prompts an individual's to strive for and work towards mastering his or her environment by the successful accomplishment of goal or goals, accompanied by a sense of satisfaction and self worth, also called as an Achievement need.

Hayes treated Achievement Motivation as the motivation to accomplish valued goals to avoid failure. This concept acquired importance as the motivation theory becomes less dominated by Psychological drives.

Dinkmeyer remarked that “Achievement of the child which plays an important role in the social development is the relative amount of Achievement Motivation.”

Thus Achievement Motivation is the desire to do better, to achieve unique accomplishment to complete with standard of excellence and to involve self with long term achievement goals. It is a goal directed behaviour and is a construct synonymous with confidence and refers to a person's judgement about his or her capacity to perform a task at a specified of performance.

TYPES OF ACHIEVEMENT MOTIVATION

Achievements are caused by implicit explicit comparison and avoidance motives.

Why humans do the things that they do specifically, what creates the drive for success, has been a subject of scientific investigation for decades. The consensus is that everyone is motivated to achieve, although for different reasons. These reasons are collectively called achievement motivation and directly influence everyday actions such as doing work, practising a sport or hobby, studying for an exam, attending college and even shopping.

There are various types of Achievement Motivation

- ❖ **Intrinsic Motivation** : Individuals are commonly influenced by intrinsic motives, which come from within based on the desire to perform well and based on the incentives such incentives include a sense of self-satisfaction achieved by doing a good job, the exhilaration of having completed a challenge and a sense of mastery.

- ❖ **Extrinsic Motivation** : Extrinsic motives are common and come from outside the individual. Very often, they are the result of a desire to meet society's standard rather than their own.
- ❖ **Avoidance Motivation** : Avoidance is a kind of motivation with which some people can identify. It offers stability and predictability in return for the performance of boring, rote or unpleasant tasks. Avoidance motivates individuals to complete such tasks to avoid unpleasant consequences. However, performing these tasks, can improve an individual's overall situation.
- ❖ **Universal Motivation** : The need to achieve is part of the human condition. What motivates achievement differs from individual to individual depending on factors like personality and self-esteem.

In 2005, Mathew Weller of the "Loss Angles Business Journal" wrote that Universal motivation include incentives, desire, a favourable environment and pre existing internal motivation. When any such condition exist, achievement is likely to look more attractive, resulting in more effort on the part would be achievers.

PARENTAL INVOLVEMENT

Parental Involvement has been touted for years as a very important predictor of student's achievement in schools. In recent surveys, also, teachers focus on the need to increase parental involvement, strengthening parents role in learning of their children has been identified by teachers as an issue that should receive the highest public education policy priority (Louis Harries, 1994) Moreover, a 1993 Metropolitan like survey of teachers found that large majority believed that the schools could be improved by federal government if it encourage parents to be more involved in their children's education (Richardson, 1993).

Parental involvement refers to the amount of participation as parent has when it comes to schooling of their children. Some schools foster healthy parental involvement through events and volunteer opportunities, but sometimes it's up to the parents to ensure that they are involved with their child's education.

Parents' involvement is the participation of parents in every facet of children's education and development from birth of adulthood, recognizing that parents are the primary influence in children's lives (PTA, Connecticut, 2008).

According to Dusek, (1987) communication from parents to children and parental listening to the adolescents helps eliminate misunderstanding and fosters cooperation. When family communication breaks down, adolescents may find parents to be unsympathetic and may generally unsatisfy.

Fehrmann et.al (1997) found that perceived parental involvement can help achieve higher grades though monitoring daily activities, by keeping close track of their school progress, and by working closely with them for planning host high school pursuits.

Parental involvement is not easily accomplished without understanding obstacles and how to overcome them. It is important to define parental involvement only then we can succeed in overcoming those barriers by increasing the quality of parental involvement.

According to Hester 1989, the common wisdom is that parental involvement and strong schools are inseparable that you cannot have one without the other. Indeed, research indicates a strong link between parental involvement and student achievement.

Davies (1991) has defined parental involvement from a shifting perspective, as society restructure itself, as communities restructure themselves and as schools restructure, parental involvement also is being transformed.

Coulombe (1995) reports that parental involvement is often wanted by schools "only when it is needed" Staff of some schools wants parents to be involved only in specific ways and at times determined by staff.

Keith et al. (2006) reported that parental involvement has a large and significant effect on students graded point average in standard 10th. The pattern of influence of the variables was indistinguishable for boys and girls and had important effects for all ethnic groups.

Gibson and Jefferson (2006) examined the effect of perceived parental involvement and the use of growth fostering relationship on self concept of 78 adolescents. Results support the influence of the family, peers, mentors and involvement in communities groups on adolescents self concept.

Silman (2006) revealed that greater parent involvement, greater parent monitoring and better parent child communication results in fewer adolescents' behaviour problems. Adolescents are more likely to develop problematic behaviour patterns when the opportunities to engage in those behaviours, are repeatedly made available through the lack of parental intervention.

According to Vander Gift and Green, Parental involvement has two independent components: Parents as supporter and parents as active partners. Focussing on one of these components alone is not a sufficient approach to parent involvement. Parents can be active, yet not supportive of the education process. They also can be supportive but not active at the school of course, the ideal is the parent who is both supportive and active, but this often is difficult when both parents work outside the home, or when there is only one parent in the home.

The National PTA Board of Directors (1993) has endorsed three types of Parental Involvement:

- ❖ Parents as the first educators in the home.
- ❖ Parents as partners with the schools, and
- ❖ Parents as advocates for all children and youth in society.

Parents can foster a good social experience for their children by ensuring that they know what activities their child are involved in.

Parental involvement is crucial to the health and well being of the child. As a parent, we have the most important influence in our child's success in school and in life. Parent involvement in child's education allows kids to perform better in school and navigate more easily some of the challenges of the growing up.

OBJECTIVES OF THE STUDY

- To find relationship between Achievement Motivation and Parental Involvement among secondary school boys.
- To find relationship between Achievement Motivation and Parental Involvement among secondary school girls.

HYPOTHESES OF THE STUDY

- ❖ There will be no relationship between Achievement Motivation and Parental Involvement among secondary school boys
- ❖ There will be no relationship between Achievement Motivation and Parental Involvement among secondary school girls

SIGNIFICANCE OF THE STUDY

Research in Education, as in other fields is a search for knowledge, it is not a search that yields infallible truths, but it is rather a search that provides knowledge for the solution of the problem in the field of education. Knowledge of research methodology therefore is essential for all those who either take on active role in the conduct of research or desire to keep themselves abreast of the new developments in education.

Researches in the area of achievement motivation have employed demonstrated that this motive plays a crucial role in the individual and group behaviour in a variety of situations. A review of research findings indicated correlation between need achievement, anxiety, age, parental behaviour, socio-economic status, dependence, education, aspiration, occupation, caste etc.

The investigator thought it's important and worthwhile to investigate how parental involvement encourages the achievement motivation of secondary school students.

Thus there is a great need of research which can throw light on the parental involvement of secondary school students to increase achievement motivation among boys and girls.

In view of the importance of the problem, it was of great significance to study achievement motivation and parental involvement of secondary school students.

PLAN AND PROCEDURE

A researcher requires data gathering tools which may vary in complexity design and administration and interpretation. The researcher has to select from the available tools, which will provide data, for testing hypotheses. In some cases he/she may find that the existing research tools do not suit his/her own.

SELECTION OF SAMPLE

The sample in the present study is comprised of the 250 students including boys and girls from seven schools (Government and Private schools) of Jammu district. The sample is comprised of class 9th students. The investigator used random sampling technique.

DETAILS OF THE DISTRIBUTION OF THE NUMBER OF STUDENTS FROM DIFFERENT SELECTED SCHOOLS

S.No.	Name of the School	Boys	Girls	Total
1.	Govt. Girls Hr. Sec. School,(Canal Road)	0	44	44
2.	Ranbir Hr. Sec. School Boys (Parade)	62	0	62
3.	New Shakti Model School (Janipur)	19	9	28
4.	Nav Yug Hr. Sec. School (Subash Nagar)	20	14	34
5.	Shastri Memorial Hr. Sec. School (Patoli)	22	14	36
6.	Govt. girls Hr. Sec. School (Mubarak Mandi)	0	28	28
7.	Indira Public School (Janipur)	9	9	18
	Total	132	118	250

Variables to be studied:

In the present study there are two independent variables and one dependent variable.

1. Independent variable;

- ❖ Parental Involvement
- ❖ Sex

2. Dependent variable

- ❖ Achievement Motivation

SELECTION OF TOOLS

In the present study the instruments employed for the collection of

Data are:

- Rao Achievement Motivation Test by Dr. D. Gopal Rao.

- Parental Involvement Scale by Chauhan and Arora.

(A) Rao Achievement Motivation Test

Rao Achievement Motivation test is constructed and standardised by Dr. D. Gopal Rao. The test is in Hindi. It is suitable for secondary school pupils of both sexes. The test contains 20 incomplete sentences, each of which is followed by two possible alternatives, A&B, out of which one is an achievement-related items. Though both the alternatives are achievement oriented and socially acceptable, yet one of them imply a higher sense of achievement and excellence. The student has to indicate the alternative, he generally prefers. Generally a student will take 8-10 minutes to complete the test .

The reliability of the test was found to be 0.79. and validity of the test was 0.25.

(B) Parental Involvement Scale

Parental involvement scale is constructed by Dr. Vijay Laxmi Chauhan and Mrs. Gunjan Ganotra Arora. The test is in Hindi. The scale is suitable for both individual and group administration. Journal, books and other relevant literature were surveyed. Initially 100 statements were framed then these statements were scrutinized to 50 after that the statements were short listed and a final scale of 25 statements was prepared. There was no time limit for completing the scale however most of the respondents should be able to complete it in about 15 minutes.

The reliability of the test was found to be 0.92. .The validity of the research tool was calculated by Product Moment method and was found to be 0.85

ADMINISTRATION OF TOOL USED

After deciding the sample and tools to be used in the study, the next step was how to administer them to collect the desired data. In the present study, a sample was drawn from 9th class students of the schools of Jammu district. The investigator personally visited the schools for the collection of data. The aim was personal presence of the investigator which would satisfy the curiosity of people and also purposes of the study could be explained to the students in order to ensure reliable response.

The researcher approached the principals of the mentioned schools and explained the purpose of the investigation. During administration steps were taken to control or minimize the cheating habits of the students. The students were assured that their responses would be kept confidential hence they should try to be as honest and sincere in answering the questions correctly as possible. The students were asked to write their names, data, roll no. class, section and name of the school on the answer sheet given to them copy of the test was supplied to them one by one. Students were advised to clear their doubts before starting the work. After collecting the data, the investigator thanked the students and teacher associated with the collection of data.

SCORING OF RAO ACHIEVEMENT MOTIVATION TEST

The scoring of Rao Achievement Motivation Test has been done with the help of scoring key prepared by the author of the test. Each item of the test is followed by two responses of which one is high achievement-related (HAR) and the other is general achievement-related (GAR). The GAR responses get a score of one and the HAR responses get a score of three.

SCORING OF PARENTAL INVOLVEMENT SCALE

Parental Involvement Scale consists of total 25 statements comprise of both statements positive and negative, 14 are positive and 11 are negative. Items number 1,2,4,6,8,9,11,12,14,15,20,22 and 24 are positive statements and items number 3,5,7,10,16,17,18,19,21,23 and 25 are negative statements. The minimum score on the scale is 25 and the maximum score is 125.

This scale is a five-point scale. The items can be responded by choosing from options; always, often, sometimes, rarely and never. The minimum score on the scale is 25 and maximum score is 125. the scoring of the positive and negative statements is done from 5 to 1 and 1 to 5 respectively.

ANALYSIS AND INTERPRETATION OF DATA

The tabulated data has no meaning unless it is analysed and interpreted by some sophisticated statistical technique so as to drive at significant conclusion. A systematic and scientific treatment of the tabulated data is very essential for drawing out the valid conclusion. So, after the collection and tabulation of data, it must be processed and analysed in a proper way.

Interpretation is the most important step in the total procedure of research. Analysis and interpretation of data help future researchers to attack some problem or the related problem with appropriate statistical technique to avoid necessary labour.

SELECTION OF STATISTICAL TECHNIQUE

Various statistical techniques could be used for analysis of the data. The investigator selected the technique of correlation for the present study to accomplish the objectives of the study.

COMPUTATION OF PEARSON'S CO-EFFICIENT OF CORRELATION

In the present study the investigator has been concerned with correlation between variable achievements motivation and parental involvement

❖ Computation of co-efficient of correlation between Achievement Motivation and Parental Involvement for boys.

Here:

$$N= 132$$

$$\sum X = 11117$$

$$\sum Y = 6276$$

$$(\sum X)^2 = 123587689$$

$$(\sum Y)^2 = 39388176$$

$$\sum X^2 = 974662$$

$$\sum Y^2 = 301906$$

$$\sum XY = 537952$$

Substituting the values in the Formula (4.1) i.e

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2]} \sqrt{[N\sum Y^2 - (\sum Y)^2]}}$$

We get,

$$= \frac{132 (537952) - (11117) (6276)}{\sqrt{132 (974662) - (123587689)} \sqrt{132 (301906) - (39388176)}}$$

$$r_{xy} = + 0.80$$

❖ **Computation of co-efficient of correlation between Achievement Motivation and Parental Involvement for girls.**

Here:

$$N = 118$$

$$\sum X = 10406$$

$$\sum Y = 5588$$

$$(\sum X)^2 = 108284836$$

$$(\sum Y)^2 = 31225744$$

$$\sum X^2 = 927295$$

$$\sum Y^2 = 270318$$

$$\sum XY = 495126$$

Substituting the values in the Formula (4.1) i.e

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2]} \sqrt{[N\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{118(495126) - (10406)(5588)}{\sqrt{118(927295) - (108284836)} \sqrt{118(270318) - (31225744)}}$$

We get,

$$= \frac{118(495126) - (10406)(5588)}{\sqrt{118(927295) - (108284836)} \sqrt{118(270318) - (31225744)}}$$

$$= \frac{118(495126) - (10406)(5588)}{\sqrt{118(927295) - (108284836)} \sqrt{118(270318) - (31225744)}}$$

$$r_{xy} = + 0.32$$

**COEFFICIENT OF CORRELATION BETWEEN ACHIEVEMENT MOTIVATION
AND PARENTAL INVOLVEMENT IN
DIFFERENT GROUPS**

Groups	N	X	Y	X ²	Y ²	XY	R	Significance
Boys	132	11117	6276	974662	301906	537952	+0.80	Significant at 0.05 level
Girls	118	10406	5588	927295	270318	495126	+0.32	Significant at 0 .05 level

Interpretation of data:

Perusal of above table reveals that the value of co-efficient of correlation computed between Parental Involvement and Achievement Motivation using Pearson Product Moment Method for boys studying in secondary schools is +0.08 which is significant at 0.05 level of significance for degree of freedom 130. This means that there is a significant positive relationship between the variables of Parental Involvement and Achievement Motivation in case of boys studying in secondary schools. It can thus be said that the variables of Parental Involvement and Achievement Motivation are directly related to each other. That is with the increase in Parental Involvement, the Achievement Motivation also increases and vice versa. Hence, our hypothesis that there will be no relationship between Achievement Motivation and Parental Involvement among secondary school boys is rejected.

The table further shows that the values of co-efficient of correlation computed using Pearson's Product moment Method between the variables Parental Involvement and Achievement Motivation among girls studying in secondary school is +0.32 which is significant at 0.05 level of significance for degree of freedom 116. This means that there is significant positive relationship between the variables of Parental Involvement and Achievement Motivation in case of girls studying in secondary schools. It can thus be said that the variables of Parental Involvement and Achievement Motivation are directly related to each other. That is with the increase of Achievement Motivation, the Parental Involvement also increases and vice versa. Hence, our hypothesis that there will be no relationship

between Achievement Motivation and Parental Involvement among secondary school girls is rejected.

GENERAL CONCLUSIONS

On the basis of results, the investigator arrived at following conclusions

- There is significant relationship between Achievement Motivation and Parental Involvement among secondary school boys.
- There is significant relationship between Achievement Motivation and Parental Involvement among secondary school 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.

EDUCATIONAL IMPLICATIONS

The research in the field of personality factors among students will be very much helpful for the educationist, administrator and teachers. The personality factors like achievement motivation helps the students to have higher academic achievement as studied by different scholars. Following suggestions can be given for improving achievement motivation.

Since this desire arouses from within the students, so they should be motivated to have more achievements. Children should be trained to say positive things to them i.e. “I will do it”, “I have to do it” and I don’t have any choice except to do it.” The child should speak out these words loudly than in a whisper and then finally keep repeating to himself.

The teacher can assign some small jobs with definite target to the students who have weak achievement motivation so that they can develop the confidence to achieve the target.

The child should be kept getting rewards in the form of praise or incentive so that he can develop a strong will power to achieve more.

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