

Study of Achievement Motivation in Relation to Parental Encouragement

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ABSTRACT

The present study is conducted to know about achievement motivation of graduate students in relation to their parental encouragement in Jammu district. The sample was comprised of 200 college students (100 male and 100 female) selected from Jammu district by employing simple random sampling technique. Achievement Motivation Scale by Pratibha Deo & Asha Mohan, Parental Encouragement Inventory Scale by Kusum Agarwal (1999) were used. Findings of the study were the boys differed significantly from girls with respect to their achievement motivation. The girls have better achievement motivation than boys. On the other hand urban students have more achievement motivation as compared to rural students. The boys differed significantly from girls with respect to their parental encouragement. The girls have better parental encouragement than boys. The rural and urban students differed significantly with respect to their parental encouragement. The urban students have better parental encouragement than rural students. There exist positive correlation between achievement motivation and parental encouragement of college students.

Key Words : Achievement motivation, Parental encouragement, College students

INTRODUCTION

Education is the most significant way for individuals to develop their personal lives in today's world of science and technology. Various facets of life have been impacted by the educational process. It plays a crucial role in the demographic, social and political transformation of these societies, not just for sustainable economic growth in both developed and developing countries. In any direction of life, parents must encourage their child and achieve success because parental encouragement and motivation for achievement are fundamental aspects of education that are important for child growth. One of the most critical components of learning in any educational setting is motivation (Miltiadou and Savenye, 2003). The essential role of motivation in student achievement and learning has been stressed by psychologists and educators. (Graham and Weiner, 1996).

Achievement motivation:

Motivation has been defined as the attribute that moves us to do or not do something (Gredler, 2001). Colman (2001) has defined achievement motivation as a social form of motivation involving a competitive desire to meet standards of excellence. Thus the basis of achievement motivation is achievement motive *i.e.* motive to achieve. According to Ugodulunwa (1997), achievement motivation pushed people to have a desire for success and to put in the necessary effort to achieve it. It was centered on achieving success in order to achieve life goals. Goals for achievement can have an impact on how people accomplish activities and how they express their desire to be competent (Harackiewicz *et al.*, 1997). Coleman (2001) defines achievement motivation as a sort of social motivation with competitive urges to fulfil high standards of excellence. It is linked to ways, planning, and efforts to reach specific goals,

according to Ghasemi *et al.* (2011), and it is associated with feelings of selfworth. According to Eres (2011), educational institutions look for achievement motivation. They believed that providing a healthy and welcoming environment for adolescents to grow in can help them reach their goals. Achievement motivation, according to Vallance (2004), is the driving force behind accomplishment. It evaluates the reasons behind individuals' success, according to McCollum (2005).

Parental encouragement:

Four primary categories of parent types, authoritarian, permissive, and authoritative and uninvolved, were identified by Baumrind (1971). No particular style is right, and many parents will use all four parenting-style strategies. Parents serve in the place of parents or the authorized guardians as the legal keeper or other person status. The emotional condition in which parents raise their children was described by Darling and Steinberg (1993) as parental encouragement. Agarwal (1999) describes parental support as an attempt to quantitatively quantify parental support as interpreted by the child. Howell and Frese (1982) found that there are effects on academic achievement and performance from parental involvement and encouragement. Ekstorm, Geortz, Pollack, and Rock (1986) state that the existence of "study aids" such as encyclopedias and dictionaries at home, often linked to the probability of remaining in school, may indicate parental interest. Parent is one who has born children, or one who plays the role of mother and father, according to the Oxford Advanced Learners Dictionary (1980). Rossi (1965) described parental encouragement as when father and mother approve and disapprove of any education-related activity or eliminate or direct the right or wrong obstacle felt by learners in the process. This whole range of behaviors falls within the scope of parental motivation.

Review of literature:

Achievement motivation:

Bakar *et al.* (2010) analyzed the relationship between motivation for achievement, attitude and academic performance and found a strong connection between the attitude of students towards motivation for learning and achievement and between the attitude of students and academic achievement. Shekhar and Devi (2012) conducted a study to explore gender-related disparities and differences in motivation for achievement

among college students across academic majors. Significant difference has been found between the achievement motivation of science and art stream students. The distinctions show that gender and academic majors play an important role in college students' motivation for achievement. Cheung (2004) conducted a report on the impact of performance in Chinese classrooms on motivation for achievement. There was no statistically significant deviation in job enjoyment and achievement attribution between the two conditions. A research was founded by Nagarathanamma and Rao (2007) to see the disparity in the motivation of adolescent boys and girls for achievement. With regard to the achievement motivation, they found that there was no substantial difference between boys and girls. Stanly (2014) conducted a study in which students vary considerably in their achievement motivation and capacity to solve problems. Emmanuel *et al.* (2014) performed a review and found a positive correlation between achievement motivation and academic achievement. In a study, Kaur (2017) concluded that there is a high correlation between academic achievement and college-going students meta-cognition.

Parental encouragement:

Studies have shown that students with active parents are more likely to receive higher grades, pass their class and be promoted, according to the Department of Education (2004) in the United States. Regardless of their socio-economic status, they are more likely to attend school occasionally and graduate and go to post secondary education. Most parents want their children to excel in school, according to Eqstein (2009), and to be good partners in the education of their children; they yearn to get more knowledge from schools. Bryk and Schneider (2009) maintain that when a good and supportive relationship is formed between students, parents, teachers and the community, the school becomes successful. All students, if their home environment is positive, are more likely to achieve academic success. Sharma and Tahira (2011) found that family variables have a major relationship with their children's achievement, including parental education. Chabra and Kumari (2011) found that the degree of parental support influences the motivation for achievement in the academic field. The higher the level of parental support, the greater the achievement motivation. In relation to the family environment and academic stress, Bajwa (2006) revealed that an important

and positive relationship exists between academic achievement and the family environment and academic stress. Codjoe (2007) conducted a study and the findings indicate that the educational success of students is an essential relationship between parental support and residence environments. It indicates that a positive home atmosphere and parental support have an optimistic impact on black students' academic achievement.

Objectives :

1. To find out achievement motivation of the college students basis of their gender and locality.
2. To compare the parental encouragement of the boys and girls college students.
3. To compare the parental encouragement of rural and urban college students.
4. To explore the achievement motivation of college students in relation to their parental encouragement.

Hypotheses:

1. There exists significant difference in achievement motivation of boys and girls students.
2. There exists significant difference in achievement motivation of rural and urban students.
3. There exists significant difference in parental encouragement of boys and girls students.
4. There exists significant difference in parental encouragement of rural and urban of college students.
5. There exists significant relationship between achievement motivation and parental encouragement of students.

METHODOLOGY

Parental Encouragement Scale (APES):

Parental Encouragement Scale (APES) has been developed by Kusum Agarwal in the year (1999). The current scale is an attempt to quantify parental motivation quantitatively as experienced by the adolescent. It contains 80 things that often, most often, sometimes, occasionally, never, have five alternative responses. Depending on the degree of perceived parental support, the responses of the subjects were given numerical values, ranging from 1 to 5. For scoring the scale, there was no negative marking.

Achievement Motivation Test:

Achievement Motivation Test has been developed by Pratibha Deo and Asha Mohan in the year (1985).

The scale consists of 50 items, 13 are negative and 37 are positive items, *i.e.*, Often, Sometimes, Occasionally, Sometimes and Never, with 5 points to score. The weights of 4, 3, 2, 1 and 0, respectively are carried by a positive object. For the same groups, the negative things should be ranked 0, 1, 2, 3 and 4, respectively.

RESULTS AND DISCUSSION

The significant t-value shows that the mean score of accomplishment encouragement of college boys and girls varies significantly at 0.01 level of significance. It is found that the mean score of girls (19.77) is higher than boys (18.34) when comparing the result on average score, suggesting that girls have a high degree of achievement motivation compared to boys. Chaturvedi (2004), who reported major gender gaps in the academic achievement motivation of boys and girls and that girls scored significantly higher than boys. Therefore the hypothesis "There exists significant difference in achievement motivation of boys and girls college students" stands accepted (Table 1).

Table 1 : Hypothesis-1 states, "There exist significant difference in achievement motivation of boys and girls college students"

Gender	Mean	S.D	t-value	Level of significance
Boys	18.34	4.43	2.37	Significant*
Girls	19.77	4.08		

The mean scores of rural and urban college students were 20.12 and 22.04, respectively. The standard deviation of rural and urban college achievement motivation was 4.48 and 5.45, respectively. In addition, the t-value measured for rural and urban college achievement motivation was 2.72. The t-value reported is significant at 0.05 level of significance. In addition, the t-value measured with respect to rural and urban college motivation for achievement was 2.72. The observed t-value was statistically important. When comparing the result with the mean score, it is found that the mean score of urban students (22.04) is higher than that of rural students (20.12), Compared to rural students, urban students have high levels of motivation for achievement. Therefore the hypothesis "There exists significant difference in achievement motivation of rural and urban college students" stands accepted (Table 2).

The mean scores of college students for boys and girls turned out to be 341.45 and 343.64, respectively.

Table 2 : Hypothesis-2 states, “There exist significant difference in achievement motivation of rural and urban college students”

Locality	Mean	S.D.	t-value	Level of significance
Urban	20.12	4.48	2.72	Significant**
Rural	19.77	5.45		

The standard deviation of college boys’ and girls’ parental support was 30.38 and 29.25, respectively. In addition, the t-value measured with respect to college boys’ and girls’ parental support was 2.33. The discovered t-value is significant at 0.01 level of significance. It is found that the mean score of girls (343.64) is higher than boys (341.45) when comparing the outcome on average score, which suggests that girls have a high degree of parental encouragement compared to boy students. Therefore the hypothesis “There exist significant difference in parental encouragement of boys and girls college students” stands accepted.

Table 3 : Hypothesis-3 states, “There exist significant difference in parental encouragement of boys and girls college students.”

Gender	Mean	S.D	t-value	Level of significance
Boys	341.45	30.38353	2.33	Significant*
Girls	343.64	29.25455		

The mean scores of rural and urban college students were, respectively 340.23 and 347.14. The standard deviation of rural and urban college parental encouragement was 29.12 and 26.12, respectively. In addition, the t-value measured with regard to rural and urban college parental encouragement was 3.91. The t-value observed is significant at 0.05 level of significance. The significant t-value suggests that the mean score of parental encouragement of college students living in rural and urban areas varies significantly. It is found that the mean score of urban students (355.53) is higher than rural students (340.23) when comparing the result on average score, which suggests that urban students have

Table 4 : Hypothesis-4 states, “There exist significant difference in parental encouragement of rural and urban college students”

Locality	Mean	S.D	t-value	Level of significance
Urban	355.53	26.12459	3.91	Significant**
Rural	340.23	29.12594		

a high degree of parental encouragement compared to rural students. Therefore the hypothesis “There exists significant difference in parental encouragement of rural and urban college students” stands accepted (Table 4).

Table 5 shows that the correlation between motivation for achievement and parental encouragement, *i.e.* ‘r’ value, is 0.201, suggesting a poor positive correlation. Thus the hypothesis *i.e.* “There exists no significant relationship between achievement motivation and parental encouragement of college students” stands accepted.

Table 5 : Hypothesis-5 states, “There exist significant relationship between achievement motivation and parental encouragement of college students”

Variable	R	Interpretation
Parental encouragement	0.201	Positive correlation
Achievement motivation		

Conclusion:

In terms of their motivation for success and parental support, the girls differed substantially from the boys. Girls’ higher mean scores suggest that girls have greater incentive for success than students of boys. This may be because girls have clear implicit needs to accomplish their set goals and they have more expectations to satisfy requirements of excellence. On the other hand, urban students, relative to rural students, have more motivation for achievement and parental encouragement. This may be due to clear implicit expectations for urban students to achieve their desired objectives. There is a strong connection between college students’ achievement motivation and parental encouragement.

Limitations of the study:

1. The study was limited exclusively to graduation students.
2. The sample was drawn from the Jammu District, Jammu and Kashmir.
3. The research was limited to 100 students, both boys and girls.
4. The research may have been more useful if the sample size was high because of the investigator’s scarcity, delimiting his study to 200 college students.
5. Therefore, because the analysis was carried out on a limited sample size, the results of the study could suffer from large generalizations.
6. In conducting the analysis, the time constraint

was also a limiting factor.

7. There was non-cooperation from students during the data collection because of the test.

8. The only source of data collection was questionnaires.

Suggestions for further research

1. It is possible to apply the analysis to the whole state of J&K or to the national level.

2. By using other methodologies, population and settings, the analysis can be carried out.

3. The research could be carried out by taking into account more variables such as characteristics of personality, parental involvement, organizational environment, self-esteem, etc.

4. The research may also be a comparative one between various states.

5. With a group of 200 college students, the current study was performed. It is proposed that future studies should be carried out on a broad sample size in order to generalize the results more accurately.

6. The research can also be carried out on university students.

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