

PARENTAL MOTIVATION AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

Research
Paper

ABSTRACT

The main objective of the study was to find out the relationship between parental motivation and academic achievement of higher secondary students. The survey method was adopted by the investigator. Students' Parental Motivation scale prepared and validated by A. Amalraj and Dhibu G. Netto (2005) was adopted and used for data collection. Quarterly examination marks were taken as data for the academic achievement of the students. The sample consisted of 300 higher secondary students. 't' test and Pearson's product moment correlation test were the statistical technique used for data analysis. The findings revealed that there was no relationship between parental motivation and academic achievement of higher secondary students.

INTRODUCTION

Education is an ever-widening concept. It is as old as the human race. Ever since the dawn of civilization, man directly or indirectly has been trying to 'educate' himself in order to meet with the changing demands of life. In fact, he has succeeded in distinguishing himself from other animals only by virtue of education. During the course of time, education became an essential virtue for man to live and lead a civilized life. Education makes modern man become fit for society.

Parents always want the best for their child and always want their child to live a better life than they did. Parents provide as many resources as they can, but this can also be negative to the child's education. Parental motivation is the inspiration or extra boost given by the parents to the children for their active involvement in academic life. Parental motivation plays an important role in the formation of the lives of children. It also enables them to face the future challenges of life. It involves a number of things like deep understanding of the developmental process and learning of temperaments, intelligence, personality patterns, inter personal action and socialization etc. Not all learning happens in the school; some takes place at home. To ensure that students are motivated to learn at home, educators must involve the parents.

PARENTAL MOTIVATION IN HIGHER SECONDARY EDUCATION

Parental motivation in higher secondary education is essential for children to be successful in school and later in their lives. Studies have shown that parental motivation and involvement in education are associated with the following:

- Better grades and test scores.
- Better attendance.
- Higher rates of homework completion.
- Increase in positive attitudes and behaviours at school and at home.
- Higher graduation rates.
- Higher college attendance rates.
- Greater overall student achievement.
- Better attitude toward school and individual subject areas.

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- More time spent on homework and study.
- Better self-concept.

REVIEW OF RELATED LITERATURE

Rivers, Jewrell, Jr., (2008) conducted a study on the relationship between parenting style and academic achievement and the mediating influences of motivation, goal-orientation and academic self-efficacy. The researcher found a significant correlation between parenting style and the motivation subscales. The hierarchical regression analysis revealed that only the motivation subscales mediated parenting style in contributing a significant amount of incremental variance in explaining academic achievement. Burgess, Amber, (2009) conducted a study on parental influence on youth motivation to be physically active. Findings revealed that children's basic psychological need satisfaction mediated the relationship between parental physical activity beliefs and behaviours and children's motivation to be physically active. The hypothesized mediation model was found to have good fit for the entire youth sample. Padavick, Joseph F., (2009) conducted a study on parental involvement with learning and increased student achievement. The results indicated that more education and higher socio-economic status of the parents were related to academic success and that the upbringing by the student's parents and parental involvement, such as reading to their child at an early age or constant supervision when the child was working on homework, were also related to academic success. Lourdasamy V and Sadanadan (2010) conducted a study on parental influence on academic achievement of higher secondary students. The findings of the study were that there was no significant difference between male and female higher secondary students in family and school relationship. There was significant difference between Tamil medium and English medium higher secondary students in parenting family and school relationship, academic involvement and parent, multiple skill development and parental influence.

Zarina Akhtar, and Shamsa Aziz (2011) conducted a study on the effects of peer and parent pressure on the academic achievement of university students. The findings of the study were the parent pressure affects positively and peer pressure affects negatively the academic achievement of students and especially female university

students. No effect of peer and parent-pressure was found on the achievement of male students. The parent's pressure has positive effect on the academic achievement of Business Administration students. Suresh Kumar N Vellymalay, (2012), conducted a study on Bridging school and parents : Parental involvement in their children's education. The findings of this study indicate a moderate relationship in school-parents partnership in enhancing Indian parents' involvement in their children's education.

Here, the present study differs from the above studies in terms of area, population and sample. It is clear from the review of related literature that to the best of the knowledge of the investigator, none has conducted a study on parental motivation and academic achievement of higher secondary students. Hence, the investigator has chosen the topic, 'Parental Motivation and Academic Achievement of Higher Secondary Students'.

SIGNIFICANCE OF THE STUDY

Adolescence is the transition period from childhood to adulthood. One can encounter during this period stress and storm due to physical, emotional intellectual and social change. Concentration diversion would also be the result if they are not trained properly. To flourish in academic aspects the children should be prepared to study systematically. The external diversion should also be controlled to provide a conducive environment for the children to study. Parent's love, care and guidance will bring about a tremendous change in the behaviour of the children.

Sociological factors in dynamics of personality purely state that parental involvement and motivation on children influences their personality. Since education is a contributing factor for one's development, if this education is given properly to the children in early years, it would make them contributing members of the society.

The high score obtained in XII standard will decide their future. Pressure is increasing from all sides to the children for the study of their subjects. The students are at high emotion due to their adolescence and expectation of worldly pleasures. The parents are the prime well wishers for the children to excel in academic performance.

The motivation of parents will bring out marvelous changes in their academic performance.

The present study focuses on parental motivation and academic achievement of higher secondary students. The present study explores and presents in what way and how parental motivation brings about change in academic achievement of higher secondary students of different backgrounds: rural and urban and different socio-economic and educational statuses.

OBJECTIVES

- To find out the significant difference between i) male and female ii) rural and urban iii) nuclear and joint family higher secondary students in their parental motivation.
- To find out the significant difference between i) male and female ii) rural and urban iii) nuclear and joint family higher secondary students in their academic achievement.
- To find out the significant relationship between parental motivation and academic achievement of higher secondary students.

HYPOTHESES

- There is no significant difference between i) male and female ii) rural and urban iii) nuclear and joint family higher secondary students in their parental motivation.
- There is no significant difference between i) male and female ii) rural and urban iii) nuclear and joint family higher secondary students in their academic achievement.
- There is no significant relationship between parental motivation and academic achievement of higher secondary students.

POPULATION FOR THE STUDY

The population for the present study consists of the higher secondary school students studying in Kanyakumari District, Tamilnadu.

SAMPLE FOR THE STUDY

The sample for the present study consists of 300 higher secondary school students from 10 schools in Kanyakumari District. Among them 152 are males and

148 are females. Here random sampling technique is used.

METHOD USED FOR THE PRESENT STUDY

The investigator has adopted the survey method of research to study the relation between Parental Motivation and Academic Achievement of Higher Secondary Students.

TOOLS USED FOR THE PRESENT STUDY

- Students Parental Motivation scale-adapted from A. Amalraj and Dhibu G. Netto (2005)
- Quarterly examination marks of XI standard students were collected.

STATISTICAL TECHNIQUES USED

't' test and Pearson product moment correlation were the statistical techniques used for data analysis.

DATA ANALYSIS

Hypothesis 1

There is no significant difference between i) male and female ii) rural and urban iii) nuclear and joint family higher secondary school students in their parental motivation

Table 1

SIGNIFICANT DIFFERENCE BETWEEN I) MALE AND FEMALE II) RURAL AND URBAN III) NUCLEAR AND JOINT FAMILY HIGHER SECONDARY SCHOOL STUDENTS IN THEIR PARENTAL MOTIVATION

| Back ground Variables | Category | N | Mean | S.D | Calculated 't' value | Remark at 5 % level |
|-----------------------|----------|-----|-------|-------|----------------------|---------------------|
| Gender | Male | 152 | 192.3 | 31.67 | 1.91 | NS |
| | Female | 148 | 199.1 | 29.64 | | |
| Locality of student | Rural | 212 | 197.2 | 27.38 | 1.17 | NS |
| | Urban | 88 | 192 | 37.73 | | |
| Type of family | Nuclear | 267 | 195.8 | 30.97 | 0.2 | NS |
| | Joint | 33 | 194.7 | 30.06 | | |

(At 5 % level of significance, the table value is 1.96)

Since the calculated 't' value (1.91) is less than the table value, the null hypothesis (1a) is accepted. Hence, there is no significant difference between the male and female higher secondary school students in their parental motivation.

It is inferred from the above table that the calculated 't' value (1.17) is less than the table value. Hence the null hypothesis (1b) is accepted. There is no significant difference between rural and urban higher secondary school students in their parental motivation.

It is also inferred from the above table that the calculated 't' value (0.20) is less than the table value. Hence the null hypothesis (1c) is accepted. There is no significant difference between nuclear and joint family higher secondary school students in their parental motivation.

Hypotheses 2

There is no significant difference between i) male and female ii) rural and urban iii) nuclear and joint family higher secondary school students in their academic achievement

Table 2

**SIGNIFICANT DIFFERENCE BETWEEN
I) MALE AND FEMALE II) RURAL AND
URBAN III) NUCLEAR AND JOINT FAMILY
HIGHER SECONDARY SCHOOL STUDENTS
IN THEIR ACADEMIC ACHIEVEMENT**

| Back ground Variables | Category | N | Mean | S.D | Calculated 't' value | Remark at 5 % level |
|-----------------------|----------|-----|--------|--------|----------------------|---------------------|
| Gender | Male | 152 | 761.17 | 194.09 | 0.16 | NS |
| | Female | 148 | 764.64 | 188.39 | | |
| Locality of student | Rural | 212 | 788.62 | 180.55 | 3.53 | S |
| | Urban | 88 | 700.88 | 201.98 | | |
| Type of family | Nuclear | 267 | 760.92 | 189.07 | 0.47 | NS |
| | Joint | 33 | 778.76 | 207.87 | | |

(At 5 % level of significance, the table value is 1.96)

Since the calculated 't' value (0.16) is less than the table value, the null hypothesis (2a) is accepted. Hence, there is no significant difference between male and female

higher secondary school students in their academic achievement.

It is inferred from the above table the calculated 't' value (3.53) is greater than the table value. Hence the null hypothesis (2b) is rejected. Hence, there is significant difference between rural and urban higher secondary school students in their academic achievement.

It is also inferred from the above table the calculated 't' value (0.47) is less than the table value, the null hypothesis (2c) is accepted. There is no significant difference between nuclear and joint family higher secondary school students in their academic achievement.

Hypothesis 3

There is no significant relationship between parental motivation and academic achievement of higher secondary students

Table 3

**SIGNIFICANT RELATIONSHIP
BETWEEN PARENTAL MOTIVATION
AND ACADEMIC ACHIEVEMENT OF
HIGHER SECONDARY STUDENTS**

| N | ΣX | ΣY | ΣX ² | ΣY ² | ΣXY | Calculated 'γ' value | Table value of γ | Remark at 5% level |
|-----|-------|--------|-----------------|-----------------|----------|----------------------|------------------|--------------------|
| 300 | 58699 | 228864 | 11771170 | 185575300 | 44827260 | 0.027 | 0.388 | NS |

Since the calculated 'γ' value is less than the table value (0.388), the null hypothesis is accepted. Hence, there is no significant relationship between parental motivation and academic achievement of higher secondary students.

FINDINGS

1. No significant difference is found between male and female higher secondary school students in their parental motivation.
2. No significant difference is found between rural and urban higher secondary school students in their parental motivation.
3. No significant difference is found between nuclear and joint family higher secondary school students in their parental motivation.

4. No significant difference is found between male and female higher secondary school students in their academic achievement.
5. No significant difference is found between rural and urban higher secondary school students in their academic achievement.
6. No significant difference is found between nuclear and joint family higher secondary school students in their academic achievement.
7. No significant relationship exists between parental motivation and academic achievement of higher secondary school students.

DISCUSSION

There is a significant difference between urban and rural higher secondary school students in their academic achievement. The academic achievement in education for urban school students is greater than that of the rural school students. This may be due to the fact that the urban parents being literate may know the importance of education. They help their children achieve better. The students from urban areas have a very good exposure to the scientific advancements and facilities such as internet and libraries. So through various means the students from urban areas are able to get a lot more of information than students from remote areas.

There is no significant relationship between academic achievement and parental motivation in higher secondary school students. This may be due to the feeling of students that parents are giving them advice rather than motivating them. The students are in their adolescence. The children of this age feel independent and they neglect their parent's care and their advice. Peer group influence is witnessed in their study habits and academic performance. Teachers' influences, private tuition, special class in schools and available guides have had much made influence on their academic performance. Therefore, parental motivation and academic achievement of students are very rarely correlated.

RECOMMENDATIONS

The investigator has given the following recommendations based on the findings.

1. Parents should provide ample opportunities to the students to read various books which will lead to academic achievement.
2. The parents should have an expectation according to the capacity of the child and should also help them achieve success.
3. Parents should be made aware of the method of giving rewards and encouragement which promote the student's academic performance.
4. Guidance and orientation programmes can be organized for parents on the influence of parental motivation on the academic achievement of their children.
5. The parents must be able to find out the talents of their children and give them inspiration and guidance on what is good for them.
6. The child should be given enough freedom to express himself in home; this makes the child free to share his problems with his parents.
7. Parent Teacher Association meetings, Alumni Association meetings and guidance and counselling programmes are to be conducted to initiate good rapport among teachers, students and parents.

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