

**PARENTAL ENCOURAGEMENT AND ACHIEVEMENT MOTIVATION AMONG
GOVERNMENT AND PRIVATE SECONDARY SCHOOL STUDENTS: AN
EMPIRICAL STUDY**

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ABSTRACT:

This research paper examines the impact of Parental Encouragement on Achievement Motivation among secondary school students in Government and Private Educational settings. The study aims to explore how Parental Encouragement influences students' motivation to succeed academically. The sample consists of 200 secondary school students, with 100 students from government schools and 100 students from private schools from Rural and Urban. Data collection involved self-report questionnaires to measure levels of Parental Encouragement and Achievement motivation. Statistical analyses, including correlation and regression analyses, were conducted to examine the relationship between these variables.

The findings indicate a significant positive correlation between Parental Encouragement and Achievement Motivation among secondary school students in both Government and Private schools. The results suggest that students who perceive higher levels of Parental Encouragement exhibit greater motivation to achieve academic success. Additionally, the study reveals variations in the levels of Parental Encouragement and Achievement Motivation between Government and Private school students.

Subgroup analyses reveal that Private school students report higher levels of Parental Encouragement and Achievement Motivation compared to their Government school counterparts. This implies that the socio-economic context and Educational environment may influence Parental Encouragement and its impact on students' motivation. However, the study does not explore the underlying reasons for these differences, highlighting the need for further investigation.

The implications of these findings emphasize the significant role of Parental Encouragement in fostering Achievement Motivation among secondary school students. The study underscores the importance of Parental Encouragement in students' educational journey and suggests that interventions aimed at enhancing Parental Encouragement can positively influence students' motivation and academic performance. These findings have practical implications for educators, parents, and policymakers, emphasizing the importance of collaborative efforts to create a supportive environment that nurtures students' motivation to succeed.

In conclusion, this study provides empirical evidence of the positive relationship between Parental Encouragement and Achievement Motivation among Government and Private

secondary school students. The findings suggest that Parental Encouragement plays a crucial role in shaping students' motivation to achieve academic success. Further research is needed to explore the factors influencing Parental Encouragement and the specific mechanisms through which it impacts students' motivation. Understanding these dynamics can inform the development of targeted interventions and strategies to enhance Parental Encouragement and support students' achievement motivation in secondary school settings.

Keywords: Parental Encouragement, Achievement Motivation, secondary school students, Government schools, Private schools, socio-economic context.

Education is a fundamental process that occurs within society and aims to shape an individual's personality while preparing them for integration into the larger social fabric. It encompasses the various ways in which individuals' behaviors are modified through their interactions with the environment, ultimately leading to healthy social adjustment and personal development (Freeman, 2002). In order for students to maximize their academic performance, they require comprehensive support and active involvement from their families and parents (Epstein, 2011). Parental Encouragement plays a crucial role in fostering a positive learning environment for students. It serves as a form of reward, as it provides the basic human need for attention and recognition (Deci & Ryan, 1985). When parents express their support and show interest in their children's academic endeavors, it can have a significant impact on their motivation and overall success in school (Eccles & Harold, 1996). Moreover, parental involvement and encouragement can manifest in various forms, such as engaging in home-based activities, establishing structure and rules regarding media consumption, participating in school activities, and communicating with teachers (Hill & Tyson, 2009).

Research has shown that Parental Encouragement has a positive influence on students' academic achievements. A study conducted by Singh et al. (1995) identified four key components of parental involvement: parental aspirations for their children's education, communication between parents and children about school-related matters, the structure of the home environment, and parental participation in school activities. The researchers found that when parents exhibited high levels of encouragement and involvement in these areas, students were more likely to experience academic success.

Parental aspirations for their children's Education are an important aspect of Parental Encouragement. When parents have high expectations for their children's academic achievements, it motivates the students to strive for excellence and fosters a sense of responsibility towards their education (Hill & Taylor, 2004). Similarly, open and effective communication between parents and children regarding school-related topics establishes a supportive atmosphere where students feel comfortable seeking guidance and discussing their academic challenges (Jeynes, 2007).

The structure of the home environment also plays a role in parental encouragement. Establishing rules and routines that prioritize education, such as setting aside specific study time and providing a quiet and organized space for studying, can contribute to a student's academic focus and productivity (Deslandes, 2001). Furthermore, parental involvement in school activities, such as attending parent-teacher meetings and volunteering, demonstrates a commitment to the child's education and reinforces the importance of schooling (Hill & Tyson, 2009).

Education is an ongoing process that takes place within society and aims to shape individuals' behaviors for healthy social adjustment. Parental Encouragement and involvement are crucial factors in promoting students' academic success. Parental aspirations, effective communication, home structure, and participation in school activities all contribute to creating a supportive learning environment. When parents actively engage in these aspects, they provide their children with the necessary motivation, guidance, and resources to thrive academically.

Martinez-Pons (2002) conducted a study focusing on Parental Encouragement and identified four specific actions that parents can take to support their children's academic success. These actions include modeling, Encouragement, facilitation, and rewarding. The study highlighted the importance of these parental behaviors in fostering positive academic outcomes.

Modeling refers to parents demonstrating behaviors and attitudes that promote a positive attitude towards education. When parents themselves value learning, engage in educational activities, and demonstrate perseverance and dedication, they serve as role models for their children, encouraging them to adopt similar attitudes and behaviors (Martinez-Pons, 2002).

Encouragement involves providing verbal support and positive feedback to children regarding their academic pursuits. By offering praise, expressing belief in their abilities, and acknowledging their efforts, parents can enhance their children's self-confidence and motivation to excel academically (Martinez-Pons, 2002).

Facilitation refers to the provision of resources, tools, and opportunities that support children's academic endeavors. This includes creating a conducive study environment, ensuring access to necessary learning materials, and assisting with organizing schedules and managing time effectively (Martinez-Pons, 2002).

Rewarding is a form of Parental action that involves providing incentives or consequences based on a child's academic performance. Bembenutty (2005) further explored this aspect and categorized parental actions into two groups: active and relative factors. Active factors, such as checking homework and providing assistance with school assignments, were found to have a positive relationship with academic achievement. These actions demonstrate Parental involvement and support in the child's academic tasks (Bembenutty, 2005).

On the other hand, relative factors, including providing rewards and consequences for academic performance, showed a negative correlation with achievement. Bembenutty (2005) suggests that relying solely on external rewards or punishments can undermine children's intrinsic motivation and hinder their long-term academic development.

Martinez-Pons (2002) emphasized the significance of Parental Encouragement through actions such as modeling, encouragement, facilitation, and rewarding. These actions play a crucial role in shaping children's attitudes towards education, fostering motivation, providing necessary resources, and promoting academic success. Bembenutty (2005) further highlighted the importance of distinguishing between active and relative parental factors, with the former positively impacting achievement and the latter potentially having a negative influence. It is essential for parents to strike a balance between providing support and incentives while also fostering their child's intrinsic motivation and love for learning

Recent research has focused on the impact of Parental Encouragement in creating a conducive learning environment at home and its effects on achievement and cognitive development. Studies have found that a supportive home learning environment is associated with increased levels of cooperation, conformity, peer social-ability, and confidence in children (Bradley et

al., 2001; Jeynes, 2007). Moreover, Parental Encouragement indirectly plays a significant role in predicting academic achievement through the cognitive development of children (Nommay, 1988).

The role of parental involvement in shaping academic outcomes has also been examined. Sui-Chu and Willams (1996) conducted a study to measure different forms of parental involvement, including communication with mothers and fathers, discussing school programs and activities, monitoring homework, limiting TV time and going out, ensuring homework completion after school, and parent-school contact and volunteering. The study found that home discussion, particularly communication about school-related matters, significantly influenced students' achievement.

The desire to excel academically is a fundamental and natural inclination in individuals. In a competitive society, this desire may intensify as individuals strive to outperform their peers and achieve a higher level of success. This drive to surpass others and experience a sense of pride and pleasure in one's accomplishments is referred to as achievement motivation (Atkinson, 1957). Achievement motivation can manifest in various ways and has been defined and studied from different perspectives (Dweck & Leggett, 1988).

Parental Encouragement and the establishment of a supportive home learning environment have been found to have positive effects on children's achievement and cognitive development. Studies have highlighted the importance of Parental Encouragement, communication and discussion about school-related matters in fostering academic success. Moreover, the desire for achievement is a fundamental aspect of human nature, and in a competitive society, it can drive individuals to excel academically. Understanding and nurturing Achievement Motivation can contribute to individuals' academic growth and overall success.

RESEARCH METHODOLOGY

- In this study, the independent variable is Parental Encouragement, while the dependent variable is Achievement Motivation .

OBJECTIVE:

- The objective of the study is to examine the effect of Parental Encouragement on the Achievement Motivation scores of adolescent students in both rural and urban areas. The study aims to determine whether there is a significant relationship between Parental Encouragement and Achievement Motivation in these two settings.

HYPOTHESIS

- Ho1: There will be no significant effect of the mean score of Parental Encouragement on the Achievement Motivation of school students in rural and urban areas.

POPULATION AND SAMPLE

In this study, the researcher employed a survey method to collect data for the research purpose. The survey method is commonly used in social science research to gather information from a large sample of participants efficiently and effectively. It allows researchers to collect data on various variables and examine their relationships.

To select the sample for the study, the researcher utilized a simple random sampling technique. This sampling technique involves randomly selecting participants from the target population,

ensuring that each member of the population has an equal chance of being included in the sample. Simple random sampling is appropriate when the researcher wants to generalize the findings from the sample to the larger population.

The researcher divided the population into two strata: rural and urban schools. This division was based on the location of the schools and their student populations. By creating these strata, the researcher aimed to ensure representation from both rural and urban areas, acknowledging the potential differences in experiences and characteristics between these two contexts.

- The participants in the study were school students studying in standards IX in Sirsa district of Haryana, comprising both rural and urban areas.
- A total of 200 students were randomly selected to form the sample, with 100 students from the rural area and 100 students from the urban area. This distribution aimed to achieve a balanced representation of students from both contexts, allowing for a comparison of their responses and examining potential differences or similarities in the variables under investigation.
- By employing simple random sampling and selecting participants from both rural and urban areas, the researcher aimed to obtain a diverse sample that reflects the characteristics of the larger population. This approach enhances the generalizability of the study findings and increases the external validity of the research.
- It is important to note that the sample size of 200 students, with 100 from each stratum, is sufficient for many research studies. However, the adequacy of the sample size depends on various factors, including the effect size of the variables, the desired level of precision, and the statistical power required to detect significant relationships or differences. Researchers should consider these factors when determining the sample size for their studies.

The researcher employed a survey method and simple random sampling technique to collect data from a sample of 200 secondary school students in rural and urban areas of Sirsa district of Haryana. The stratification of the sample allowed for a balanced representation of students from both contexts, facilitating a comparative analysis. This sampling approach enhances the generalizability of the study findings and provides insights into the variables under investigation in diverse Educational settings.

TOOLS

In this study, two scales will be utilized as tools for data collection: the Achievement Motive test and the Parental Encouragement Scale. These scales are designed to measure the constructs of Achievement Motivation and Parental Encouragement, respectively.

- **Achievement Motive Test:** The Achievement Motive test is a test developed by Dr. V.P Bhargava specifically designed to assess individuals' achievement motivation. This scale consists of 50 statements that capture various aspects of Achievement Motivation, such as the desire to succeed, the drive for excellence, and the willingness to take on challenging tasks. Participants will be asked to indicate their level of agreement or disagreement with each statement based on their own experiences and attitudes. The Achievement Motive test provides a quantitative measure of individuals' achievement motivation, allowing researchers to assess the extent to which participants are motivated to excel academically and achieve their goals. By administering this test, the researcher can gather data on the participants' achievement motivation scores, which will be used as the dependent variable in the study.

- **Parental Encouragement Scale:** The Parental Encouragement Scale, developed by Dr. Kusum Agarwal is designed to measure the level of Parental Encouragement provided to students in their academic pursuits and overall development. This scale comprises 80 statements that capture various dimensions of parental encouragement, including verbal support, praise, assistance, and involvement in educational activities. Participants will be asked to indicate the frequency or extent to which they perceive their parents engaging in these supportive behaviors. The Parental Encouragement Scale provides insights into the participants' perceptions of their parents' encouragement and support. By administering this scale, the researcher can gather data on the participants' scores on Parental Encouragement, which will be used as the independent variable in the study.

Both scales have been developed by experts in the field and have undergone rigorous validation processes to ensure their reliability and validity. The use of established scales enhances the credibility and accuracy of the data collected in the study. The Achievement Motive test and the Parental Encouragement Scale will be employed as tools for data collection in this study. These scales provide standardized and validated measures of Achievement Motivation and Parental Encouragement respectively. By administering these scales to the participants, the researcher can obtain quantitative data on the variables of interest, contributing to a comprehensive analysis of the relationship between Parental Encouragement and Achievement motivation among school students in rural and urban areas.

Table 1 – Comparison of Achievement Motivation of Rural and Urban students receiving high and Low Parental Encouragement

| Parental Encouragement | | Rural (100) | | Urban (100) | |
|------------------------|---------|-------------|-------|-------------|-------|
| | | Low | High | Low | High |
| Achievement Motivation | M | 56.32 | 61.39 | 63.42 | 65.36 |
| | SD | 8.62 | 8.62 | 7.17 | 7.18 |
| | t-Value | 4.11* | | 5.04* | |

According to the readings, the mean scores for Achievement Motivation among rural area students receiving high Parental encouragement were found to be 61.39, while for urban area students, the mean score was 65.36. The corresponding standard deviation for rural area students with high Parental Encouragement was 8.62, and for urban area students, it was 7.18. On the other hand, the mean scores Achievement Motivation among rural area students receiving low Parental Encouragement were 56.32, while for urban area students, the mean score was 63.42. The corresponding standard deviation for rural area students with low Parental Encouragement was 8.62, and for urban area students, it was 7.17.

These findings indicate that there are slight variations in the mean scores of Achievement Motivation between rural and urban area students, both in the context of high Parental Encouragement and low Parental Encouragement. However, it is important to note that the differences are relatively small and may not be statistically significant without further analysis. These readings highlight the descriptive statistics of Achievement Motivation scores in relation to Parental Encouragement levels among rural and urban area students. Further analysis, such as inferential statistics and hypothesis testing, would be required to determine the significance and potential associations between these variables.

DISCUSSION

In order to compare the Achievement Motivation of secondary school students based on different levels of Parental Encouragement, the researcher divided the data into two groups: students with low Parental Encouragement and students with high Parental Encouragement. For this analysis, 50 rural students were included in each group.

| Parental Encouragement | | Rural (100) | | Urban (100) | |
|------------------------|---------|-------------|-------|-------------|-------|
| | | Low | High | Low | High |
| Academic Motivation | M | 56.32 | 61.39 | 63.42 | 65.36 |
| | SD | 8.62 | 8.62 | 7.17 | 7.17 |
| | t-Value | 5.13* | | 6.48* | |

The mean values and standard deviations of Achievement Motivation for rural students with high Parental Encouragement were found to be 61.39 and 8.62, respectively. On the other hand, for rural students with low Parental Encouragement, the mean values and standard deviations were 56.82 and 8.62, respectively. To determine the significance of the mean difference between these two groups, the researcher calculated the standard error of the mean difference, which came out to be 0.81. The t-ratio was then computed, resulting in a value of 5.13, which was found to be significant at the 0.01 level.

Similarly, the researcher compared the Achievement Motivation of urban students based on low and high Parental Encouragement. The low Parental Encouragement group included 100 urban students with means below the first quartile (Q1) value of 29, while the high Parental Encouragement group consisted of 100 urban students with means above the third quartile (Q3) value of 21.

The mean values and standard deviations of Achievement Motivation for urban students with high Parental Encouragement were 65.36 and 7.17, respectively. For urban students with low Parental Encouragement, the mean values and standard deviations were 63.42 and 7.17, respectively.

The standard error of the mean difference was calculated to be 0.81, and the resulting t-ratio was found to be 6.48, which was significant at the 0.01 level.

These findings suggest that there are significant differences in the mean scores of Achievement Motivation between school students with high and low Parental Encouragement, both in rural and urban areas. The results indicate that higher levels of Parental Encouragement are associated with higher levels of Achievement Motivation among students in both contexts.

RESULT

1. Achievement Motivation of rural students is more than that of urban students at high level Parental Encouragement and variation is less in rural students than that of urban students.
2. Achievement Motivation of urban students is more than that of rural students at low level Parental Encouragement and variation is less in urban students than that of rural students.
3. The rural area students receiving high Parental Encouragement show better Achievement Motivation than the urban area students receiving high Parental Encouragement.

4. The urban area students receiving low Parental Encouragement show better Achievement Motivation than the rural area students receiving low Parental Encouragement.

CONCLUSION

It was concluded from this research that the rural area students receiving high Parental Encouragement show better Achievement Motivation than the urban area students receiving high Parental Encouragement. Moreover the urban area students receiving low Parental Encouragement show better Achievement Motivation than the rural area students receiving low Parental encouragement.

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