



Research Paper

Parental Involvement In Relation To Achievement Motivation of IX Grade Students

Dr. Amandeep

Assist. Prof., Bawa Nihal Singh B.Ed. College, Sri Muktsar Sahib

Abstract

Present study is an attempt to find the relationship between parental involvement and achievement motivation of IXth grade students. Parental support has a high impact on their life. They are their life force, they encourage them to achieve high in their life. Present study was conducted on 200 IXth grade students. The tools used are Parental Involvement scale by Dr. Rita Chopra and Dr. Curable Sahoo, (2006) and Achievement Motivation Scale by Pratibha Deo and Asha Mohan, (1985). Statistical technique used were mean, median, t-test and product moment correlation. The results indicates that parental involvement and achievement motivation of IXth grade students are highly correlated and also boys and girls do have different parental involvement. But achievement motivation is same irrespective of gender.

I. Introduction

Parental Involvement implies how the parents involve themselves in developing overall personality of child. All the parents have expectations, likes and dislikes and preferences regarding how children should be handled, brought up and educated. When parents are rational and their attitude toward their children is logical and considerate, it is sure to pick up a behavior pattern, which is analytical and co-operative. In case parents are very emotional and their attitude is non-rational and they act more in terms of expediency in an authoritative manner as a result the child will fail to attain proper emotional training, thus lacking in emotional normality. The relationship which parents establish with their children, have a powerful influence upon the development of the personality of the child.

Parental Involvement:

Parents play a vital role in the growth of their children in all areas, including their emotional, physical, spiritual and intellectual development. What parents do for their children on a daily basis must not be taken for granted. Stoodt (1981) contends that: the influence of family life on children's all-round development cannot be underestimated. Parents contribute greatly to the language, emotional, and physical development of children. Parents who spend time talking with their children are encouraging language development. Love, patience and understanding foster a sense of security that is the groundwork upon which successful learning can occur. Parental Involvement, Non-Regulatory Guidance, Department of Education, U.S.A. (2004) the term "parental involvement" means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring-

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school.
- appropriate, in decision-making and on advisory committees to assist in the education of their child: and
- the carrying out of other activities.

Kauffman Scholars, Inc. (2008) defined parental involvement as actions of parents taking an involved role in their child's educational future such as frequently discussing school-related matters with their child and encouraging/nurturing their child's educational career.

Achievement Motivation:

Achievement motivation is relatively a new concept in the world of motivation. It is essentially a type of motivation that is personal in nature. The basis of achievement motivation is achievement motive i.e. a motive to achieve. Those who engage themselves in a task on account of an achievement motive are said to

work under the spirit of achievement motivation. The desire of the learner to improve his achievement at school or to get a good grade or to become an engineer and so on; is known as achievement motive.

Morgan et al. (2001) stated that 'Achievement Motivation' can be seen in many areas of human endeavors such as in the job, in school, in home making or in athletic competition.

Parsad & Parsad (2006) stated that 'Motivation' is the force born out of the urge to fulfill some need or to obtain some object. It arises out of the imagination of some object in mind and continues till the goal is achieved.

II. Review Of Related Literature

Kaplan and Nurit (2013) Confirm the distinction between home- and school-based parental involvement and their different links to adolescent outcomes. SEM analyses carried out separately for girls and boys showed positive links between home-based parental involvement for girls and parent's volunteering for boys and global self-worth. This analysis also showed direct negative links between school-based parental involvement and academic achievement for boys. The discussion addresses these differences and their implication for the school experiences of young adolescents in the wake of the transition to junior high school.

Wang, Ming-Te; Sheikh-Khalil and Salam (2014) found that Parental involvement improve academic and emotional functioning among adolescents. In addition, parental involvement predicted adolescent academic success and mental health both directly and indirectly through behavioral and emotional engagement.

Frewen et.al. (2015) examined Parental involvement (PI) and child-rearing beliefs amongst parents whose children attended state-run kindergartens across Singapore. The results confirm the importance parents place on academic achievement in Singapore, but also, along with, extend prior research to suggest that inter Asian differences exist.

Xinyuan, Kou, Yang and Ying (2015) concluded that Parental rejection might thwart adolescents' basic psychological needs. Therefore, adolescents pursued materialistic aspirations to compensate their needs. Adolescents with higher self-esteem were less materialistic, because they coped with parental rejection more effectively than those with lower self-esteem.

Objectives

1. To study the relationship between parental involvements and achievement motivation of IX grade students.
2. To study the difference between parental involvement of boys and girls of IX grade students.
3. To study the difference between achievement motivation of boys and girls of IX grade students.

Hypotheses

1. There exist no significant relationship between parental involvement and achievement motivation of IX grade students.
2. There exist no significant difference between parental involvement of boys and girls of IX grade students.
3. There is no significant difference between achievement motivation of boys and girls of IX grade students.

Design

The present study falls under the category of descriptive research as it involves the description analysis and interpretation of the data.

Sample

The sample size was of 200 students both male and female from government and private schools of Sri Muksar Sahib city, selected through random sampling technique.

Tools

1. Parental Involvement scale by Dr. Rita Chopra and Dr. Curable Sahoo, (2006).
2. Achievement Motivation Scale by Pratibha Deo and Asha Mohan, (1985).

Statistical Techniques Used

The following statistical procedures were used to analyze the data:-

Descriptive statistics: means, median, standard deviation, skewness kurtosis were worked out.

Inferential statistics: Pearson product moment method of correlation was used to find out relationship of four variables.

Analysis and interpretation of data

Hypothesis I

Table 1

Coefficient of Correlation between Parental Involvement and Achievement Motivation of Adolescents (N=200)

Variable	N	Coefficient of Correlation
Parental Involvement	200	0.44**
Achievement Motivation		

*p<0.05, **p<0.01

Note:- Table Value
df (198) =0.138(0.05), 0.181 (0.01)

Table 1 shows that there is positive and significant and positive correlation between parental involvement and achievement motivation of IXth class students. So the Hypotheses 1 “ There exist no significant relationship between parental involvement and achievement motivation of IXth class students” stands rejected.

Hypothesis II

Table 2

Comparison of Parental Involvement of Boys and Girls of IXth Grade Students (N=200)

Variable	Group	N	Mean	SD.	Df	SE _D	t- Ratio
Parental Involvement	Boys	100	112.02	13.17	198	0.41	5.137**
	Girls	100	98.34	24.56			

*p<0.05, **p<0.01

Note:- Table Value
1.96(0.05), 2.58(0.01)

Table 2 depicts that t-ratio of parental involvement between boys and girls of IXth grade students comes out to be 5.137 which is significant at both 0.05 and 0.01 level of significance. So the Hypotheses 2 “ There exist no significant difference between parental involvement of boys and girls of IXth grade students” stands rejected.

Hypothesis III

Table 3

Comparison of Achievement Motivation of Boys and Girls of IXth Grade Students (N=200)

Variable	Group	N	Mean	SD.	Df	SE _D	t- Ratio
Achievement Motivation	Boys	100	134.78	5.68	198	0.41	1.02
	Girls	100	139.67	4.98			

*p<0.05, **p<0.01

Note:- Table Value
1.96(0.05), 2.58(0.01)

Table 2 depicts that t-ratio of achievement motivation between boys and girls of IXth grade students comes out to be 1.02 which is not significant at both 0.05 and 0.01 level of significance. So the Hypotheses 2 “ There exist no significant difference between achievement motivation of boys and girls of IXth grade students” stands accepted.

Educational Implications

In the light of findings of the present study it is found that the impact of Parental Involvement on Achievement Motivation is advantageous in improving the achievement of Students of IX grade, Therefore it is suggested that:-

- Parents should involve themselves in the education of their wards for developing positive Achievement Motivation and better Achievement of students.
- Parent’s day should be organized in the schools so that the parents can be oriented about their roles and responsibilities in the development of their wards.
- Impact of Parental Involvement is Gender sensitive. Boys and girls should be equally benefited as well as nourished under the guidance of parents. So, therefore boys and girls should not be discriminated while providing guidance.
- In today’s world both boys and girls both have a high motivation level towards achieving their goals.

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