

Effect of parental encouragement on achievement motivation of adolescents of rural and urban area

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ABSTRACT

This research used survey methods and an evolutionary context to explore the relationship between children's perceptions of their parent's academic engagement, children's personal characteristics and their school achievement motivation. A sample of 100 students, 50 of urban and rural each, was selected for this purpose. Parents of academically motivated children have a cordial relationship with their children. Evidence shows that students have an advantage in school when their parents encourage and support their school activities. Parents of urban children are more optimistic, encouraging, caring and displaying more empathy for their children than parents of rural children.

Keywords: Parental Encouragement, Achievement Motivation, Adolescents

Education is an activity which goes on in the society.” It attempts to develop the personality of an individual and then prepares him for membership in a society. Any modification brought about in their behavior of an individual as a result of his interaction with the environment constitutes learning.’ Thus modification of behavior of an individual for healthy social adjustment in the society is education. The students are to maximize their academic performance, they need full support and participation of the family and the parents, Parental encouragement can be a form of reward because it displays one of the most basic forms of reward that is attention. Different types of parental involvement and encouragement were assessed as involvement in home-based activities, home structure, rules about viewing T.V. and involvement at school and talking with teachers. Further they explored that parental encouragement had positive effects on students’ academic success. Singh et al (1995) identified four components of parental involvement namely parental aspirations for children’s education, parental child communication about school, home structure and parental participation in school activities.

Martinez-Pons (2002) studied parental encouragement including four parental actions as modeling, encouragement, facilitation, and rewarding. Bembenuddy (2005) found by factor analysis that parental action could be classified into two categories, one which has a positive relationship with achievement and the other which had a negative correlation with achievement. He referred to these parent factors as active that includes checking homework

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and helping with school assignments and relative that includes providing rewards and consequences for student's academic performance.

The effect of parental encouragement in terms of providing learning environment at home on achievement and cognitive development has been explored in the recent researches. It also has been searched that home learning environment is associated with increased level of cooperation and conformity, peer social-ability and confidence. Nommay (1988) believed that parent's encouragement indirectly played a significant role in predicting academic achievement through cognitive development of their children. Sui-Chu and Williams (1996) measured parental involvement in the form of talk with mother, talk with father, discuss school programs, discuss school activities monitor home work, limit T.V. time, limit going out, homework after school, school contact parents and volunteer at school

It was found that home discussion to be significant force on student's achievement. The desire is as basic and natural as the other biological or socio-psychological needs. However in a competitive society or setup the desire to excel over other or achieve a higher level than one's peer is intensified which in turn may lead to a stronger drive or motive to achieve something or everything that is essential to beat the others in the race and consequently experience a sense of pride and pleasure in the achievement. The type of motivation produced by each desire for achievement is called the achievement motivation and has been defined in various ways.

Variables

Independent variable - Parental Encouragement
Dependent variable - Achievement Motivation

Objectives

To study the effect of Parental Encouragement on Achievement Motivation scores of Adolescent student of rural and urban area.

Hypotheses

There will be no significant effect of mean score of Parental Encouragement on Achievement Motivation of Adolescent student of rural and urban area.

RESEARCH METHODOLOGY

The researcher has made use of survey method for the research purpose. For the research purpose the researcher has made use of simple random sampling technique as it well suited the requirements.

The strata formed for sampling is to two schools. Each one rural and urban are student of adolescent age study standard VIII to IX Nagpur district rural and urban area. In all 100 students will be randomly selected comprising of 50 Rural area and 50 Urban area of. Total number of sample taken is 100.

Tools

- 1. Achievement Motivation Scale:** Achievement Motivation test to measure Achievement Motivation ability of the students made by Dr. V.P Bhargave, Agara will be used for data collection. Total 50 statements in the scale.

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- 2. Parental Encouragement Scale:** Parental Encouragement test to measure parental encourage his pupil study and all development involving activities of the students made by Dr. Kusum Agarwal, Agara will be used for data collection. Total 80 statements are in the scale.

Table 1 Comparison of Academic Motivation of Rural and Urban students Receiving High and Low Parental Encouragement

Sr. No.	Parental Encouragement -		RURAL(N=50)		URBAN (N=50)	
			LOW	HIGH	LOW	HIGH
1.	Academic Motivation	MEAN	53.82	57.19	53.24	55.19
		S.D.	7.15	7.15	6.05	6.05
		'T' value	4.11*		5.04*	

* $P < 0.01$

Readings

1) The rural area students on academic Motivation receiving high parental Encouragement mean are 57.19 and urban area 55.19 and corresponding standard deviation for rural area student for high level 7.15 and for urban area student is 6.485 respectively.

Similarly, the rural area students on academic Motivation receiving Low parental Encouragement t means are 53.82 and urban area is 53.24 and corresponding standard deviation for rural area student for Low level is 7.15 and for urban area student is 6.05 respectively.

Observation

In order to make out the comparison of achievement motivation of the college students showing low Parental Encouragement means below Q1 (25) that is 50 rural students and high Parental Encouragement means above Q3 (35) that is 50 rural students the data were compared. The values of means, SDs along with standard error of mean difference and t-value testing significance of mean difference and t-value testing significance of mean difference. Mean values and SDs of the rural students on achievement motivation showing high and low Parental Encouragement are 53.82, 57.19 and 7.15, 7.95 respectively. Standard error of mean difference came out to be 0.81 that resulted t-ratio to be 4.11 which is significant at 0.01 level.

In order to make out the comparison of achievement motivation of the urban students showing low Parental Encouragement means below Q1 (29) that is 50 students and high Parental Encouragement means above Q3 (21) that 50 students the data were compared. The values of means, Sds along with standard error of mean difference and t-value testing significance of mean difference. Mean value and SDs of the urban students on achievement motivation showing high and low Parental Encouragement are 53.24, 55.19 and 6.05, 6.485 respectively. Standard error of mean difference came out to be 0.81 that resulted t-ratio to be 5.04 which is significant at 0.01 levels.

RESULTS

1. Academic 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.

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2. Academic 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 involvement show better academic Motivation than the urban area students receiving high parental Encouragement.
4. The urban area students receiving low parental involvement show better academic 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 involvement show better academic motivation than the urban area students receiving high parental encouragement. Moreover the urban area students receiving low parental involvement show better academic motivation than the rural area students receiving low parental encouragement.

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Conflict of Interest

The author declared no conflict of interests.

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