

Effect of Parent and Peer Attachment on Achievement Motivation of Adolescent Boys and Girls

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ABSTRACT

The present study aims to find the effect of parent and peer attachment on achievement motivation of adolescent boys and girls. 100 samples of two schools from North and South Kolkata were randomly chosen for the purpose and two standardized tests named Inventory of Parent and Peer Attachment (IPPA) and Deo-Mohan Achievement Motivation Scale (n-Ach) were administered. Application of descriptive statistics i.e., correlation, t-test and ANOVA revealed that there is significant correlation exists between the scores of parent-peer attachment and achievement motivation of the two gender groups; no significant mean difference of the two gender groups in relation to mother attachment, father attachment, peer attachment and achievement motivation; and there is significant class variation in achievement motivation score but no significant class variation was found in attachment variables respectively.

Keywords: Attachment, Father Attachment, Mother Attachment, Peer Attachment, Achievement Motivation

ATTACHMENT
According to Bowlby (1969), “an **attachment** is a strong affectional tie that binds a person to an intimate companion.”

Throughout the life span, the objects of our attachments are special, irreplaceable people with whom we are motivated to maintain proximity and from whom we derive a sense of security.

Attachment theory, as developed by Bowlby and elaborated by Ainsworth, claims that (1) the capacity to form attachments is part of our evolutionary heritage; (2) attachments unfold through an interaction of biological and environmental forces during a sensitive period early in life; (3) the first attachment relationship, that between infant and caregiver, shapes later development and the quality of later relationships; and (4) internal working models of self and others serve as the mechanism through which early experience affects later development.

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Properties of Attachment

Attachment relationships have eight properties:

Proximity Seeking	Attempting to remain within protective range. Range is reduced in threatening situations.
Secure Base	Presence of attachment figure fosters security and leads to exploration.
Separation Protest	Protest and attempts to prevent separation result from threats to the attachment figure's accessibility.
Elicitation by Threat	When anxious, individuals display attachment feelings and direct themselves towards attachment figures.
Specificity	Attempts to substitute other figures do not succeed, even where the quality of care and attention is equivalent.
Inaccessibility to Conscious Control	Attachment feelings and separation protest persist even after permanent separation (e.g. death).
Persistence	Attachment does not wane through habituation. When people separate, they experience pining that only gradually goes away and becomes part of a depressing perspective rather than ceasing entirely.
Insensitivity to Attachment Figure's Behavior	Attachment persists even where the attachment figure's behavior is abusive. This can result in the association of feelings of anger or mistrust with attachment feelings which may give rise to conflict.

Defined by Weiss (1991).

Types of Attachment

- 1) **Secure attachment** - Secure children take an interest in novel surroundings when the Attachment Figures (AF) is present. Even as young children, they exhibit a definite preference for the AF over other groups. When they are upset, they head straight to the AF, get calmed down, and then immediately go back to exploring. They show delight toward the AF.
- 2) **Avoidant attachment** - Insecure/avoidant children appear very independent of their Attachment Figures (AF) and display no clear preference for the AF. As toddlers they may turn away from the AF, appear deaf to the AF's call, lean out of the AF's arms, and keep their backs to the AF.
- 3) **Ambivalent attachment** - In the strange situation, these infants were more alert of the whereabouts of mother while playing. When she left the room, they were quite sad, went straight to her when she came back, and became very needy. Even though the mother appeared to be kind and emotionally accessible, the newborn's conduct upon reunion fluctuated between lurching into fits of rage and becoming limp. In neither scenario was the caregiver's presence able to calm the infant.
- 4) **Disorganized attachment** - Insecure/disorganized-disoriented children lack an organized response to the Attachment Figures (AF). As toddlers their attachment behaviors are contradictory. For example, when they hear their mother coming back, they might go to the door, but they would quickly bolt out of sight. Their stress habits seem to be becoming worse when they get closer to their AF, and they seem anxious.

Factors Influencing Attachment

Researchers have locked several factors which can influence attachment. These are as under.

1. Opportunity for attachment
2. Quality of caregiving

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3. Family circumstances
4. Infant
5. Caregiver
6. Environment
7. Fit

Parental Attachment

As is the case with early child-parent bonds, adolescents who report secure attachment with their parents have fewer emotional problems, including depression and anxiety, less reported hyperactivity and inattention, and more pro-social behavior. Adolescents who have stable parental relationships are also more likely to perform well academically, have lower rates of substance misuse, a greater sense of overall self-worth, and report better levels of life satisfaction. In a more recent extension of attachment research highlighting the role of parental attachment in at risk populations, secure parental attachment and a strong bond with at least one adult are considered some of the most consistently reported and robust predictors of adolescent wellbeing in the face of adversity.

Research examining the impact of parental connection on teenage adjustment highlights the crucial role that dads play even after their children grow up. Adolescents spend a larger percentage of their time with their dads engaging in play or leisure activities that support their independence, which is consistent with patterns observed in early infancy. Adolescents who report more secure attachment to their father have fewer behavioral problems, fewer symptoms of depression and anxiety, lower levels of substance use, higher quality peer interactions, higher life satisfaction, higher levels of self-esteem, and better academic outcomes.

Peer Attachment

Peer is, *someone who is one's social equal; someone who functions at a similar level of behavioral complexity-often, though not always, someone of similar age* (Lewis & Rosenblum, 1975).

As middle childhood draws to a finish, youngsters show a strong desire to fit in with their group. They create social structures of leaders and followers as well as peer groups, which are collectives that produce distinct norms of behavior and values. Whereas friendships contribute to the development of trust, sensitivity, and intimacy, peer groups provide practice in cooperation, leadership, followership, and loyalty to collective goals. Children experiment with and learn about the workings of social groups through these encounters.

Achievement Motivation

According to Newcomd (1964) achievement motivation is the acquired tendency and one of the most important social needs. It has been defined by McClelland and his associates (1953) and also by Decharms (1968) as a disposition to strive for success in competition with others with some standard of excellence, set by the individual. Motive to achieve requires an act of some norm of excellence, long term involvement and unique accomplishment. These are the criteria set by McClelland and his associates (1953). In actuality, Murray classified this as one of the most significant manifest requirements, social needs, and personality variables in 1938.

The impact of achievement motivation is linked to assessed performance, where rivalry with a high level of excellence was crucial.

Factors Influencing Achievement Motivation

Both personality and situational factors influence achievement motivation.

1. Personality Factors

High-achievement motivation tends to lead to particular personality features. These include:

- Persistence
- Ability to delay gratification
- Competitiveness
- Self-Fulfilling Prophecies

2. Situational Factors

Some situational factors also affect achievement motivation. They include:

- Expectation of success
- Incentives
- Control
- Opportunity

3. The Power of Goals

- Goals should be specific
- Goals should be challenging but achievable
- Goals should be positive

A large number of previous investigations can be related to the present work. An attempt has been made to record only those studies which are linked closely to it.

Darensbourg and Blake (2014) investigated that the achievement gap between White and Black youth is well documented.

Schwanz et.al (2014) investigated that the relationship between parent relations and college students' academic performance was examined in two studies using samples of students enrolled in two southeastern liberal arts universities (N = 466).

Marzban et.al (2012) investigated that Causal pathway model of attachment impact on academic achievement emphasizing on the mediatory openness has been fitted.

Stewart (2008) examined the extent to which individual-level and school structural variables are predictors of academic achievement among a sample of 10th-grade students abstracted from the National Educational Longitudinal Study database.

Duchesne and Larose (2007) linked between adolescents' attachment to parents and academic motivation and performance were examined while considering problem behaviors and perceived teacher support as potential mediators of those links.

Lubbers et.al (2006) investigated whether peer relations within classrooms were related to students' academic progress, and if so, whether this can be explained by students' relatedness and engagement, in line with Connell and Wellborn's self-system model.

Dennis et.al (2005) examined the role of personal motivational characteristics and environmental social supports in college outcomes was examined in a longitudinal study of 100 ethnic minority first-generation college students.

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Nickerson and Nagle (2005) studied child and early adolescent relationships with parents and peers within the theoretical framework of attachment. A cross-sectional sample of 279 fourth, sixth, and eighth graders completed two self-report measures assessing attachment to parents and friends.

Fass and Tubman (2002) investigated the relations among attachment to parents and peers, cognitive ability, psychosocial functioning variables, and academic achievement in a multiethnic sample of college students ($n = 357$).

Learner et.al (1997) examined the contributions of parent and teacher attachment and self-concept to academic motivation in a sample of 150 high-school students (aged 16.3–19.5 years) in the 11th and 12th grades.

Ryan et.al (1994) studied that early adolescents' ($N = 606$) representations of relationships to teachers, parents, and friends were examined in relation to each other and to various measures of school adjustment, motivation and self-esteem.

Going through the above relevant reviews of literature or studies examined by several researchers it has been found that parent and peer attachment and achievement motivation, these two variables are affected by various other variables. Previous studies have identified many factors related to achievement motivation in general like peer support, friendship quality, closeness to peers, peer acceptance or rejection, relation with parents, parental involvement, parental behavioral control, parenting style. This leads to the description of main variable that is parent and peer attachment. However, achievement motivation among late adolescents in Indian context in relation to parent and peer attachment has not gained much attention from local researcher. Therefore, the need was felt to examine on the present concept. So, the present investigation aims to find out the relationship between parent and peer attachment with achievement motivation among late adolescent students.

Objectives

- 1) To find out the level of mother attachment, father attachment, peer attachment and achievement motivation of late adolescent boys and girls.
- 2) To find out the correlation between the level of mother attachment, father attachment and peer attachment with the level of achievement motivation of late adolescent boys and girls.

Hypotheses

- 1) There is no significant difference in the scores of mother attachment, father attachment, peer attachment and achievement motivation of late adolescent boys and girls.
- 2) There is no significant relationship between the scores of mother attachment, father attachment and peer attachment with the score of achievement motivation of late adolescent boys and girls.

METHODS

➤ *Operational Definition*

- **Parental Attachment:** Parent attachment is a word used by psychologists to describe the relationship between children and their parents (Mother and Father).

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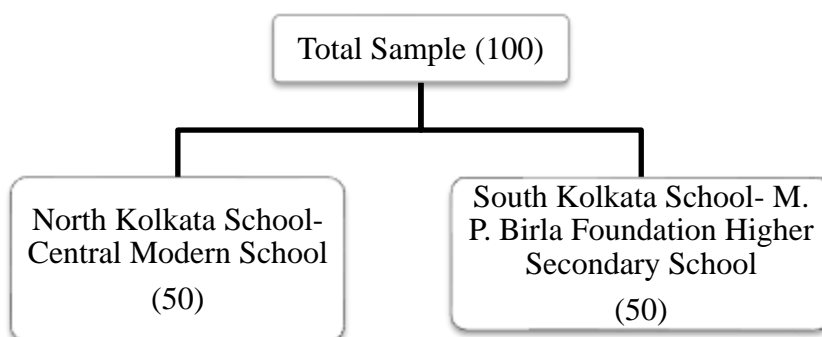
- **Peer Attachment:** Peer attachment is a strong affectional tie that binds a person to his peer. Peer is, someone who is one's social equal; someone who functions at a similar level of behavioral complexity-often, though not always, someone of similar age (Lewis & Rosenblum, 1975).
- **Achievement Motivation:** Achievement motivation has been defined by McClelland and his associates (1953) and also by Decharms (1968) as a disposition to strive for success in competition with others with some standard of excellence, set by the individual.

Study Area: This study was conducted on the students of three classes i.e., class X, class XI and class XII from the two zones of nongovernment schools i.e., North Kolkata School - Central Modern School and South Kolkata School – M. P. Birla Foundation Higher Secondary School.

Sample: A sample is any number of persons selected to represent the population according to some rule or plan. Thus, a sample is a smaller representation of the population.

Sampling Technique: Stratified Random Sampling method was used.

Sample Size: In the present investigation the total sample consisted of 100 students.



Characteristics of Sample: There are some characteristics which were followed at the time of selection of the sample.

- All the students are in between 15 to 18 years of age.
- 50 students of each school are taken for the present study.
- The both schools are nongovernment.
- Both schools are co-educational school.
- The both schools are English medium.
- All students are day scholars and from home living environment.
- The socio-economic status of the students belong to high and middle class.
- Both working and non-working mothers were considered.
- Most of the students are from Hindu religion.
- There is no gross physical or mental problem in the selected students, as reported by school authorities.

Instruments: For conducting the present investigation two standardized tests had been administered namely,

- 1. Inventory of Parent and Peer Attachment (IPPA) by Gay Armsden and Mark T. Greenberg:** The instrument is a self-report questionnaire with a five point likert-scale response format. The original version consists of 28 parents and 25 peer items, yielding two attachment scores. The revised version (Mother, Father, and Peer Version) is comprised of 25 items in each of the mother, father, and peer sections, yielding three attachment scores. The IPPA is scored by reverse-scoring the negatively worded items and then summing the response values in each section.
- 2. Deo-Mohan Achievement Motivation Scale (n-Ach) by Prof. Pratibha Deo and Dr. Asha Mohan:** The preliminary draft was prepared which consisted of 115 items. This draft with separate verbal instructions was a 5 point self-rating questionnaire having both positive and negative items. Out of these 115 items, those which yielded negative or zero values were rejected outright. Rest of the items were selected on the basis of high correspondence between the item indices obtained through two above methods and secondly on the basis of content, so that each factor should be represented in the scale, at least by 2 or 3 items. Finally 50 items were chosen after careful scrutiny. In the final scale, out of 50 items, 13 are negative and 37 are positive items.

Statistical Analysis:

- Mean
- Standard Deviation
- Correlation
- t – test
- ANOVA

RESULTS

Table No. 1 Distribution of Mean and Standard Deviation (S.D) of Attachment Variables and Achievement Motivation

Variables	N	Mean	S.D
Mother Attachment	100	93.51	14.786
Father Attachment	100	86.88	15.425
Peer Attachment	100	92.02	14.573
Achievement Motivation	100	130.83	24.532

Table 1 shows that the mean and S.D of mother attachment are 93.51 and 14.786 respectively; the mean and S.D of father attachment are 86.88 and 15.425 respectively; the mean and S.D of peer attachment are 92.02 and 14.573 respectively; the mean and S.D of achievement motivation are 130.83 and 24.532 respectively. So, from this table it can be revealed that the mean and S.D of achievement motivation are higher than the attachment variables.

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Table No. 2 Correlation Coefficient between Attachment Variables and Achievement Motivation

Variables	Mother Attachment	Father Attachment	Peer Attachment	Achievement Motivation
Mother Attachment	1	0.355**	0.289**	0.147
Father Attachment	0.355**	1	0.132	0.259**
Peer Attachment	0.289**	0.132	1	0.251*
Achievement Motivation	0.147	0.259**	0.251*	1

*- Correlation is significant at 0.05 level.

** - Correlation is significant at 0.01 level.

Table 2 shows significant positive correlation between attachment variables scores and achievement motivation among adolescent boys and girls. Here peer attachment and achievement motivation is correlated which is significant at the 5% level of significance. And all other scores are correlated which are significant at the 1% level of significance.

Table No. 3 Distribution of t-test for Mother Attachment, Father Attachment, Peer Attachment and Achievement Motivation

Variables	Gender	N	Mean	S.D	t-value	t-critical	D.f	Significant/Non-significant
Mother Attachment	Boys	35	93.66	13.15	0.073	1.98	98	Non-significant
	Girls	65	93.43	15.69				
Father Attachment	Boys	35	86.83	14.48	0.024	1.98	98	Non-significant
	Girls	65	86.91	16.02				
Peer Attachment	Boys	35	89.69	13.84	1.178	1.98	98	Non-significant
	Girls	65	93.28	14.91				
Achievement Motivation	Boys	35	128.94	23.069	0.563	1.98	98	Non-significant
	Girls	65	131.85	25.401				

Table 3 shows the significant mean difference between the two genders in relation to mother attachment, father attachment, peer attachment and achievement motivation. Here in all cases the critical value of t is greater than the calculated t value, so, the result is non-significant for all four variables, it means there is no significant difference between two genders in relation to mother attachment, father attachment, peer attachment and achievement motivation.

Table No. 4 ANOVA Table between Attachment Variables and Achievement Motivation according to Class

Descriptive

	Class	N	Mean	Std. Deviation
Raw Score of Achievement Motivation	1	34	140.21	24.892
	2	30	128.57	20.137
	3	36	123.86	25.344
	Total	100	130.83	24.532
Raw Score of Mother Attachment	1	34	96.68	11.933
	2	30	90.90	14.346
	3	36	92.69	17.244
	Total	100	93.51	14.786

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	Class	N	Mean	Std. Deviation
Raw Score of Father Attachment	1	34	86.18	19.297
	2	30	86.33	14.346
	3	36	88.00	12.219
	Total	100	86.88	15.425
Raw Score of Peer Attachment	1	34	94.15	12.697
	2	30	90.57	16.864
	3	36	91.22	14.361
	Total	100	92.02	14.573

ANOVA

	Sources of Variation	Sum of Squares	D.f.	Mean Square	F	Sig./Non-Sig.
Raw Score of Achievement Motivation	Between Groups	4890.879	2	2445.439	4.338	Sig.
	Within Groups	54687.231	97	563.786		
	Total	59578.110	99			
Raw Score of Mother Attachment	Between Groups	569.210	2	284.605	1.310	Non-Sig.
	Within Groups	21075.780	97	217.276		
	Total	21644.990	99			
Raw Score of Father Attachment	Between Groups	70.952	2	35.476	0.147	Non-Sig.
	Within Groups	23483.608	97	242.099		
	Total	23554.560	99			
Raw Score of Peer Attachment	Between Groups	240.106	2	120.053	0.560	Non-Sig.
	Within Groups	20785.854	97	214.287		
	Total	21025.960	99			

Here the above table shows different F values through ANOVA. It is evident that there is significant variation in achievement motivation score in relation to class and no significant variation was found in mother attachment, father attachment and peer attachment scores in relation to class. The calculated F value for class wise variation in achievement motivation, mother attachment, father attachment and peer attachment was 4.338, 1.310, 0.147 and 0.560 respectively.

DISCUSSION

The aim of the present study is to find out the effect of parent and peer attachment on achievement motivation of adolescent boys and girls. In order to conduct the present study some hypotheses have been formulated and the following results were obtained.

The correlation test between mother attachment, father attachment, peer attachment and achievement motivation was applied in order to find out the significant relationship between the above four variables. The positive correlation between achievement motivation with peer attachment and father attachment indicates more the respondent is attached with peer and father, more he is motivated for achievement. The positive correlation between mother attachment with father attachment and peer attachment indicates that more the respondent is

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attached with his mother, more he is attached with his father and peer. This may be interpreted by saying that increased attachment boost up our sense of security which in turn affect our concentration in studies, securing good masters in academics and raising motivation level.

In order to find out whether there is any significant mean difference between two gender in relation to mother attachment the t statistic have been calculated by using the formula for large, independent and unequal. As the critical t value was greater than the calculated t value, thus, we take the result as non-significant that there is no significant difference between the two gender groups in relation to mother attachment. This can be interpreted by saying that the both gender are attached with their mothers. Mothers, who may help in formation of attachment with others and also may play a role in development, encourage exploration, autonomy, facing challenges and motivation.

The application of t-test has been calculated to find out whether there is any significant mean difference between two gender in relation to father attachment the t statistic have been calculated by using the formula for large, independent and unequal. As the critical t value was greater than the calculated t value, thus, we take the result as non-significant that there is no significant difference between the two gender groups in relation to father attachment. This may due to the uninvolved of fathers in higher education.

In order to find out whether there is any significant mean difference between two gender in relation to peer attachment the t statistic have been calculated by using the formula for large, independent and unequal. As the critical t value was greater than the calculated t value, thus, we take the result as non-significant that there is no significant difference between the two gender groups in relation to peer attachment. This may be due to peers who act as a source of support, competition and encouragement which in turn help in motivation.

In order to find out whether there is any significant mean difference between two gender in relation to achievement motivation the t statistic have been calculated by using the formula for large, independent and unequal. As the critical t value was greater than the calculated t value, thus, we take the result as non-significant that there is no significant difference between the two gender groups in relation to achievement motivation. This may be due to the method of teaching of the two schools in which the students belong do not find any significance difference.

The application of ANOVA to find out class wise variation in achievement motivation, mother attachment, father attachment and peer attachment scores revealed only significant class wise variation in achievement motivation which means advancement in class can make variation in achievement motivation level. As no significance class wise variation was found in mother attachment, father attachment and peer attachment scores, this means advancement in class does not make any variation in attachment style. This can be interpreted by saying that there may have the presence of some other social factors like network, entertainments, environment of outside world.

CONCLUSION

- The **significant** correlation exists between achievement motivation and parent attachment at 1% level of significance and significant correlation exists between achievement motivation and peer attachment at 5% level of significance.

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- There is **no significant** mean difference between the two gender groups in relation to mother attachment.
- There is **no significant** mean difference between the two gender groups in relation to father attachment.
- There is **no significant** mean difference between the two gender groups in relation to peer attachment.
- There is **no significant** mean difference between the two gender groups in relation to achievement motivation.
- There is **significant** variation in achievement motivation score in relation to class and **no significant** variation was found in mother attachment, father attachment and peer attachment scores in relation to class.

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Conflict of Interest

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