



## ACADEMIC MOTIVATION OF HIGHER SECONDARY STUDENTS WITH RESPECT TO FATHER'S EDUCATIONAL QUALIFICATION AND MOTHER'S EDUCATIONAL QUALIFICATION

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### ABSTRACT

This study aims to examine whether father's educational qualification and mother's educational qualification shows significant difference with regard to students' academic motivation. Survey method was employed on a sample of 1011 respondents from 11 selected higher secondary schools in Chennai, Kanchipuram and Vellore districts. A stratified random sampling technique was used to sample the respondents. Data was analysed by using ANOVA. Results showed that there is significant difference in academic motivation of higher secondary students based on father's educational qualification and mother's educational qualification.

**KEYWORDS** : Academic Motivation, Father's Educational Qualification, Mother's Educational Qualification.

### INTRODUCTION

Education has a fundamental role in nation as well as individual character construction. It is a life line for any culture and nation. Education of a child requires multidimensional efforts. Students, teachers, institutions and parents all have their significant role in their process of learning. Parental education is such a motivating force for a child which paves the way for the student's future. It is an admitted reality that the children of educated parents are more self-assured, ingenious and knowledgeable than the children whose parents lack education. Jencks (1972) says that the family plays an important role in formal and informal education. Family features represent a number of variables like education, income, beliefs, occupation, size of family also have influence on the performance of children. Significant consistent research studies have told that socio-economic status of parent is the best predictor of student academic achievement (Coleman et al., 1966). Parental education is considered the most stable (permanent) aspect of socio-economic status. It has been well defined that family plays a vital role in a child's academic achievement and development (Cornell & Gross, 1987). And Thompson et al (1988) says mother's level of education influences adolescent's educational outcomes expectancy beliefs. A study by (Campbell, et al., 1999) using NAEP data indicated that students who reported higher parental education levels tended to have higher average score.

### REVIEW OF RELATED LITERATURE

Parents are the first teachers of their children. In the light of this, parental education influences student's academic performance. Ahmad (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. According to him, educated parents provide intellectual, economical, psychological and



emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance.

According to Li-Grining (2007) the problem starts with the parents' lack of education that could in turn affect their understanding of the needs of children. In view of this, children from highly educated parents usually perform better at school than those from less educated families because educated parents' children usually enjoy a lot of support such as a decent and good environment for academic work, parental support and guidance, enough academic materials and decent feeding. For example, a study by Davis-Kean (2005) noted that the education of the parents was an important predictor of academic achievement of students.

### OBJECTIVES

- To find out the significant difference in academic motivation of higher secondary students with respect to father's educational qualification.
- To find out the significant difference in academic motivation of higher secondary students with respect to mother's educational qualification.

### HYPOTHESES

1. There is no significant difference in academic motivation of higher secondary students based on their father's educational qualification.
2. There is no significant difference in academic motivation of higher secondary students based on their mother's educational qualification.

**METHOD:** Survey method was employed for the present study.

### SAMPLE

The sample comprised of 1011 students from 11 higher secondary school students of Chennai, Kancheepuram and Vellore districts through stratified random sampling technique.

**Table 1: Students Demographics**

S.No.	Demographic Variable	Subcategory	N	Percentage
1.	Type of Management	Government	388	38.4
		Government-Aided	333	32.9
		Private	290	28.7
2.	Gender	Male	496	49.1
		Female	515	50.9

### TOOL

- Academic Motivation Tool was constructed and validated by the investigator (2016) with the help and guidance of the Supervisor.

### DATA ANALYSIS

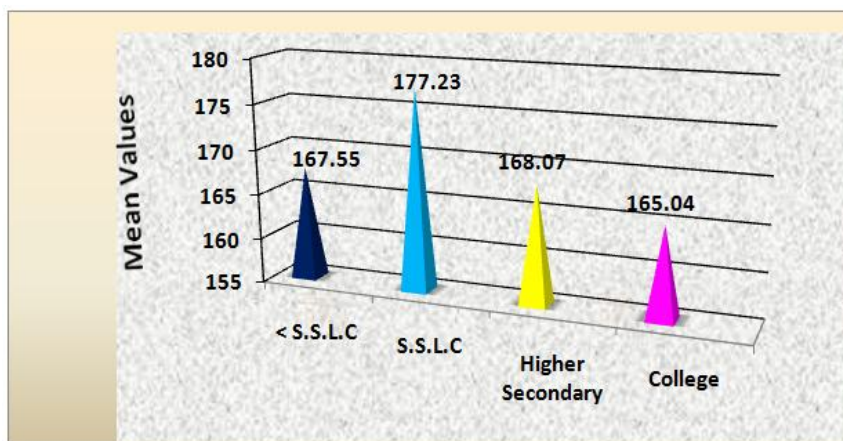
**Table 2: Academic Motivation of Higher Secondary Students in terms of Father's Educational Qualification**

Father's Educational Qualification				F	p-value	Groups Differed
Less than S.S.L.C (1)	S.S.L.C (2)	Hr.Sec (3)	College (4)			
Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)			
167.55 <sup>a</sup> (43.87)	177.23 <sup>b</sup> (43.94)	168.07 <sup>a</sup> (42.22)	165.04 <sup>a</sup> (34.73)	4.323	.005**	4&2

**Note:**

1. The value within bracket refers to SD.
2. \*\*denotes significant at 1% level.
3. Different alphabet among father’s educational qualification denotes significant at 5% level using Duncan Multiple Range Test (DMRT).

From Table-2, the obtained p-value for academic motivation of higher secondary students with respect to their father’s educational qualification is less than 0.01 which is significant at 1% level. Thus the hypothesis-1 is rejected. So, there is significant difference in academic motivation of higher secondary students with respect to their father’s educational qualification.



**Figure 1: Bar Diagram Showing Mean Values of Academic Motivation of Higher Secondary Students with regard to Father’s Educational Qualification**

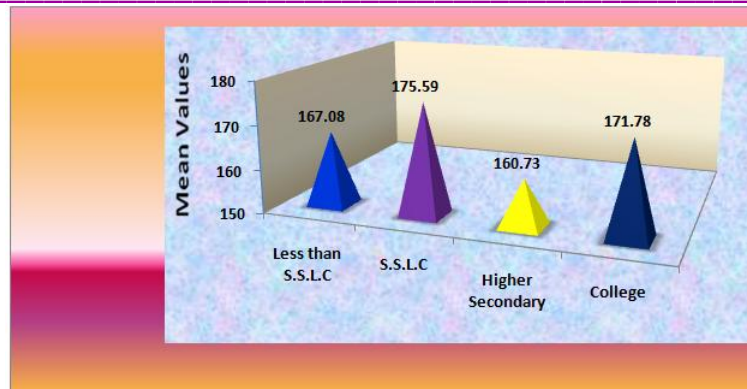
**Table 3: Academic Motivation of Higher Secondary Students in terms of Mother’s Educational Qualification**

Mother’s Educational Qualification				F	p-value	Groups Differed
Less than S.S.L.C (1)	S.S.L.C (2)	Hr.Sec (3)	College (4)			
Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)			
167.08 <sup>ab</sup> (45.34)	175.59 <sup>c</sup> (40.89)	160.73 <sup>a</sup> (41.46)	171.78 <sup>bc</sup> (33.09)	4.414	.004**	2&3

**Note:**

1. The value within bracket refers to SD
2. \*\*denotes significant at 1% level.
3. Different alphabet among mother’s educational qualification denotes significant at 5% level using Duncan Multiple Range Test (DMRT).

From Table-3, the obtained p-value for academic motivation of higher secondary students with respect to their mother’s educational qualification is less than 0.01 which is significant at 1% level. Thus the hypothesis-2 is rejected. So, there is significant difference in academic motivation of the students with respect to their mother’s educational qualification.



**Figure 2: Bar Diagram Showing Mean Values of Academic Motivation of Higher Secondary Students with regard to Mother's Educational Qualification**

### CONCLUSION AND SUGGESTIONS

The result of his study was that educated parents are often interested and influential on the academic performance of their children. Children of educated parents are provided with better learning environment at home. Parents teach their children themselves. To achieve their objectives facilities are provided to the children at home. The parents who have not studied beyond S.S.L.C are not able to give proper help to their children in the educational problems.

Parents should ensure to give learning facilities and opportunities to their children at home in discipline. Children should be assisted in daily life needs (textbooks, exercise books, pens, pencils, satchels etc.) by their parents. Steps should be taken to bring awareness in the community about the importance of parent's involvement in their children education. Parents should provide an avenue to take adequate care of their children education so that proper support and encouragement would be given to them accordingly. Teachers and administrators should provide feedback to parents concerning the progress or otherwise of their children.

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