



EFFECT OF PARENTAL INVOLVEMENT ON THE ACHIEVEMENT MOTIVATION OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

Parental involvement in the schools is important for parents, teachers, and students, parents are not always involved with the children's schools. It is important to note that the quality of the relationships between parents and school influences children's and adolescents' school success. Achievement motivation can help people accomplish their goals in their lives whether at work in their personal life or school. Therefore it becomes necessary to help the students, parents and teachers to involve in their children's education. The present study was conducted to study the effect of parental involvement on the achievement motivation of primary school students. The findings of the study reveal that parental involvement has a significant effect on achievement motivation of male, female and rural students. However, parental involvement has no significant effect on achievement motivation on urban students.

KEYWORDS : *achievement motivation* , parental involvement and academic achievement.

INTRODUCTION

Parental involvement is one of the strongest predictors of children's success in school. There is a direct link between parental involvement and academic achievement (Epstein & Sanders, 2002; Hoover Dempsey et al., 2005). Children will do better in school when they know that a parent is supporting them. There are a variety of obstacles to parental involvement, but it is the teacher who can be the glue that holds the home/school partnerships together (Patrikakou & Weissberg, 1999). When parents are involved with their children's education, teachers will often have positive feelings. The non-involvement of parents in their children's education may lead to dissatisfaction, powerlessness, and even outrage for teachers. The traditional two-parent families have changed into two-parent working families, single-parent family or non-customary families but all parents want to be involved in their children's education, but they are not sure of how to get involved. It is possible that there are obstacles that prevent parental involvement. Today, family life is very complex but every parents care very much about their children's education. Therefore, parents are inherently involved in their children's education. Whether they are aware of it or not, parents are role models. The parents want to see their children to be a successful person in their life. Achievement motivation is based on reaching success and achieving all of our aspiration of life. Achievement goal can affect the way of a person performance, task and represent a desire to show competence. Achievement motivation can help people accomplish their goals in their lives whether at work in their personal life or school. Needless to say, people who are highly motivated to achieve may become significant contribution to a county. Thus, parental involvement and children's desire to achieve their goals seems to be correlated.

The various investigators have found that parents assume a key part in molding students' achievement, success and aspirations (Beyer, 1995; Eccles & Harold, 1993; Hossler, Schmit, & Vesper, 1999; Hossler & Stage, 1992). Family factors such as parents' level of education and parental support and expectations for their children seem to exert some influence on adolescents' achievement motivation (Beyer, 1995).

Paulson (1994) indicated that parental involvement has a positive effect in adolescent achievement. According to Eccles and Harold (1993), parental involvement in schools also plays a critical role in their children's academic achievement and socioemotional development. Parental involvement in children's education relates positively to achievement motivation and children's perceptions of competence (Beyer, 1995; Paulson & Merchant, 1998). Beyer (1995) indicated that parental academic encouragement fosters children's cognitive development, grades, scores on standardized tests, and educational aspirations.

OBJECTIVES OF THE STUDY

The study was carried out with the following objectives:

- (i) To study the effect of parental involvement on the achievement motivation of primary school students.
- (ii) To study the effect of parental involvement on the achievement motivation of primary school male students.
- (iii) To study the effect of parental involvement on the achievement motivation of primary school female students.
- (iv) To study the effect of parental involvement on the achievement motivation of primary school urban students.
- (v) To study the effect of parental involvement on the achievement motivation of primary school rural students.

HYPOTHESES OF THE STUDY

The hypotheses of the study were:

- (i) Parental involvement does not have any significant effect on achievement motivation of primary school male students.
- (ii) Parental involvement does not have any significant effect on achievement motivation of primary school female students.
- (iii) Parental involvement does not have any significant effect on achievement motivation of primary school urban students.
- (iv) Parental involvement does not have any significant effect on achievement motivation of primary school rural students.

RESEARCH METHDOLOGY

For the present piece of study descriptive method was adopted. Descriptive method not only concerns itself with formulations and testing of hypotheses but also analyzing relationships existing between various variables. In the present study parental involvement of primary school students were taken as independent variable and achievement motivation was taken as dependent variables.

SAMPLE

In the present study, a sample of 160 primary school students studying in class 6th and 7th class from Yamunanagar district of Haryana state were selected using simple random sampling. The sample contains 80 male and 80 female students consisting of 80 rural and 80 urban students.

TOOLS USED

The following tools were used for the present study:

1. Parent Involvement Scale by Dr. Rita Chopra and Dr. Surabala Sahoo (2007)
2. Deo-Mohan Achievement Motivation Scale by Pratibha Deo and Asha Mohan (1985)

DATA COLLECTION

In the present study, data was collected from 160 students studying in 7th and 8th Grade of Yamunanagar (Haryana) District. Before collection of data, permission of the head of the school was sought by explaining him/her the purpose of the study. After getting the permission, tools were administered to the students and parents. Students and their parents were provided proper instructions regarding the objectives of the study. The collected data was analyzed by using appropriate statistical techniques.

ANALYSIS & INTERPRETATION OF DATA

To find out the results of significance, the researchers used the statistical techniques like mean, median, standard deviation, t-test and correlation. In order to find out the effect of parental involvement, the score was divided into high and low category. The first ¼ higher most were considered as high parental involvement and last ¼ lowermost were considered as lower parental involvement sample. Thus, the final analysis contained sample of 20 male and 20 female students subsequently 20 rural and 20 urban students. The results have been presented from table-1 to table-4.

Table - 1
Mean difference of achievement motivation of primary school male students having high and low parental involvement

| Groups | N | Mean | S.D. | SEd | t-ratio |
|---------------------------|----|--------|-------|------|---------|
| High Parental Involvement | 20 | 171.90 | 12.69 | 4.88 | 3.40** |
| Low Parental Involvement | 20 | 155.28 | 18.43 | | |

** indicates value(s) significant at .05 level of significance

INTERPRETATION

The results (table 1) shows that the obtained t- ratio is 3.40 which is found to be significant at both .05 and .01 level. It means that there exists significant difference between the achievement motivation of primary school male students having high and low parental involvement. Thus, the null hypothesis which states that parental involvement does not have any significant effect on achievement motivation of primary school male students stand rejected.

Table - 2
Mean difference of achievement motivation of primary school female students having high and low parental involvement

| Groups | N | Mean | S.D. | SEd | t-ratio |
|---------------------------|----|--------|-------|------|---------|
| High Parental Involvement | 20 | 174.75 | 7.86 | 3.17 | 7.19** |
| Low Parental Involvement | 20 | 151.95 | 12.23 | | |

** indicates value(s) significant at .05 level of significance

INTERPRETATION

If we look at table 2, it shows that the obtained t- ratio is 7.19 which is found to be significant at both .05 and .01 levels .It means that there exists significant difference between the achievement motivation of

primary school female students having high and low parental involvement. Thus, the null hypothesis which states that parental involvement does not have any significant effect on achievement motivation of primary school female students stand rejected.

Table – 3
Mean difference of achievement motivation of primary school urban students having high and low parental involvement

| Groups | N | Mean | S.D. | SEd | t-ratio |
|---------------------------|----|--------|------|------|---------|
| High Parental Involvement | 21 | 174.52 | 5.43 | 1.78 | 1.53 |
| Low Parental Involvement | 21 | 171.78 | 6.12 | | |

INTERPRETATION

The result shows (table 3) that the obtained t- ratio is 1.53 which is found to be not significant at both .05 and .01 level. It means that there exists no significant difference between the achievement motivation of primary school urban students having high and low parental involvement. Thus, null hypothesis which states that parental involvement does not have any significant effect on achievement motivation of primary school urban students stands accepted.

Table - 4
Mean difference of achievement motivation of primary school rural students having high and low parental involvement

| Groups | N | Mean | S.D. | SEd | t-ratio |
|---------------------------|----|--------|-------|------|---------|
| High Parental Involvement | 21 | 172.33 | 11.94 | 3.84 | 5.79** |
| Low Parental Involvement | 21 | 141.14 | 12.94 | | |

** indicates value(s) significant at .05 level of significance

INTERPRETATION

If we look at table 4, it shows that the obtained t- ratio is 5.79 which is found to be significant both at .05 and .01 level. It means that there exists significant difference between the achievement motivation of primary school rural students having high and low parental involvement. Thus, null hypothesis which states that parental involvement does not have any significant effect on achievement motivation of primary school rural students, stands rejected.

CONCLUSION

The positive outcome of parental involvement on achievement of students appears to be instinctively self-evident. The majority of parents want to make their children successful in life but they don't know how to help them (Epstein, 1986). Instructors and guardians must be cautious in expecting that all types of scholastic association by parents influence all aspects of education for their children. It is beyond doubt that when schools cooperate with families to help learning, children have a tendency to succeed not simply in school, but in all sphere of life. It can be concluded that students' achievement first depend on

their parents' involvement then on the income, social status etc. Parental involvement may be said the accurate predictor of students achievement (Henderson & Berla, 1994).

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