

**ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL
STUDENTS IN RELATION TO PARENTAL ENCOURAGEMENT**

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In partial fulfillment of the requirements for the award of the degree

Of

Master of Education

By

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DECLARATION

I do hereby declare that the dissertation entitled “**Achievement Motivation Among Secondary School Students in Relation to Parental Encouragement**” is submitted in partial fulfillment of the requirement for the award of the degree of M. Ed is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any University.

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CERTIFICATE

This is to certify that Miss. Ramandeep has completed her M.Ed. dissertation entitled **“Achievement Motivation Among Secondary School in Relation to Parental Encouragement”** under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation and study. No part of the dissertation has been submitted for any other degree or diploma at any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of M.Ed. degree.

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*“Words are often too weak to express one’s inner feelings
of indebtedness to one’s benefactors”*

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ABSTRACT

The present study was conducted to know about achievement motivation of secondary school students in relation to their parental encouragement in Kapurthala district. Descriptive survey method was used in this study to obtain pertinent and precise information. The sample was comprised of 200 secondary school students(100 male and 100 female) selected from Kapurthala district of Punjab by employing simple random sampling technique. Achievement Motivation Scale by V.P.Bhargava(2009) was used to explore the achievement motivation of secondary school students Parental Encouragement Inventory Scale by Dr. Kusum Agarwal(1999) was used by investigator to explore the parental encouragement of secondary school students. Objectives of the study were to find out the achievement motivation of secondary school students on the basis of their gender and locality, to compare the parental encouragement of boys and girls secondary school students, to compare the parental encouragement of rural and urban secondary school students, to explore the achievement motivation of secondary school students in relation to their parental encouragement. For the purpose of drawing out the results, the investigator used statistical techniques like t-test and correlation for analyzing data. The main findings of the study were: the boys students differed significantly from girls students with respect to their achievement motivation. The girls students have better achievement motivation than boys students. On the other hand urban students have more achievement motivation as compared to rural students. The boys students differed significantly from girls students with respect to their parental encouragement. The girls students have better parental encouragement than boys students. The rural and urban students differed significantly with respect to their parental encouragement. The urban students have better parental encouragement than rural students. There exist positive correlation between achievement motivation and parental encouragement of secondary school students.

Key words: Achievement Motivation, Parental Encouragement, Secondary School Students

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CHAPTER 1

INTRODUCTION

1.1 THEORETICAL ORIENTATION OF THE PROBLEM

In today's world of science and technology, education is the most important means for individuals to improve their personal lives. It also builds capability level to overcome problems and enlarge opportunities for sustained improvement. Educational process has influenced different aspects of life. It is not only important for sustained economic growth both in the developed and developing countries but, it also plays a crucial role in the demographic, social and political transition of these societies. In this crucial period, students have to keep themselves equipped with more and more information about the developments that have been taking place throughout the world. They need to achieve more and more in the field of education to contribute their best to the progress of the nation. Here, the parents have to play an important role by motivating their children to achieve their best so that they would be able to cope better in a changing world. Parents have to encourage their child in every path of life and motivate their child on achievement because parental encouragement and achievement motivation are basic aspects of education which are needed for the development of child.

Motivation is the driving force behind every human action. Motivation plays an important role in every human's interest in study and pushes him to learn and achieve his target progressively. Achievement need of a person became the main drive to succeed in academic level. Motivation will influence people's action and their emotion in performing such action especially in academic results. Motivation is one of the most important components of learning in any educational environment (Miltiadou and savenye, 2003). Psychologists and educators have emphasized the important role of motivation in student's achievement and learning (Graham and Weiner, 1996).

1.1.1 ACHIEVEMENT MOTIVATION

Motivation moves us from boredom to interest. It is what energizes us and directs our activity. Student motivation is sometimes likened to the engine and steering-wheel of an automobile. As an automobile cannot move without its energy, so

also a student cannot move ahead in the process of education without motivation energy and direction are at the centre of the concept of motivation. Motivation has been defined as the attribute that moves us to do or not do something (Gredler, 2001). Our needs, interests, values, attitudes, aspirations and incentives influence our energy and the direction of our behavior. Motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Achievement motivation is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence. Achievement Motivation is a desire to do well to some standard of excellence.

Colman (2001), has defined achievement motivation as a social form of motivation involving a competitive desire to meet standards of excellence. Thus the basis of achievement motivation is achievement motive i.e. motive to achieve. Those who engage themselves in a task account of an achievement motivation achieve more success in their task completion. Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances where as in the field of education in particular it stands for the pursuit of excellence.

Suarez Reveiro et al. (2001) pointed out that students' adoption of different goals allow them to manage their learning and make it more flexible, so that they are able to at tune their behavior optimally to the task and achieve good results. Since need for achievement vary from one student to another, it may help in planning activities to know where students stands, which students, for instance, have high achievement needs, which are low in achievement and which seems primarily motivated by a need to avoid failure. Those who are more highly motivated to achieve are likely to respond well to challenging assignments, strict grading, corrective feedback, new or unusual problems and the chance to try again. But, less challenging assignments, simple reinforcement for success, small steps for each task, lenient grading and protections from embarrassment are probably more successful strategies for those students who are very eager to avoid failure.

Achievement motivation is one type of motivation which is unique to own species. The achievement motivation involves desire for success. It occurs

whenever someone is concerned with attaining some sorts of standard set by him or others. This standard implies a certain degree of excellence, so that the individual is pleased with incompetence. People, with whom the need for achievement is strong, seek to become accomplished and to improve their task performance. Therefore, task and preference can be evaluated in some way either by comparing it with other people performance or in terms of some other standard.

Achievement motivation means the level of proficiency attained. It is the end product of all educational endeavors. The main concern of all educational efforts is to what the learner achieves. Achievement is one of the most important goals of education. The outcomes of education are usually characterized as the achievement of those who had been educated. Achievement is the status or the level of a person's learning ability to apply what he has learned. The level of achievement of a person at any stage depends on the extent to which natural potentialities have developed or changed. Achievement is the synonym with the accomplishment and professional performance a designated area of learning or behavior indicate the extent ones achievement.

Motivation can be defined as the driving force, activating behavior or motive. It is the power which gives strength and direction to behavior; this power causes to act for a purpose by affecting organism. Motivation is an internal force, which accelerates a response or behavior. Some learners learn the same subject matter or task more efficiently than others, some find it more rewarding than others and some enjoy it more than others. The performance of an individual is considered as a product function of learner's ability to perform a work and learning willingness to use his ability to perform the work. The process of initiating action in the organism is technically called motivation. Motivation refers to a state that directs the behavior of the individual towards certain goals. Motivation is not directly observable. It is described as an inferred process and is called so by psychologists to explain certain behaviors. When we ask, what motivates a person to do a particular thing, we usually mean why he behaves as he does. In other words, motivation as popularly used, refers to the cause or why of behavior.

Achievement motivation is defined as the need to perform well or to striving for success and evidenced by persistence and effort in the face of difficulties.

Achievement motivation is regarded as central to human motivation. It is also sometimes viewed as someone's ability to select challenging yet attainable goals and then accomplish them. Those with a low need for achievement typically chose easy tasks to ensure their success or very low difficult tasks, so that if they fail, they can attribute it to odds being against them. Motivation drives and directs behavior in general whereas achievement motivation governs the behavior relevant to achievement and learning. Generally we say that when a student is motivated, probability is there that he will be achieve. However, it is very difficult to judge the pupil that he is actively motivated. It is possible for him to appear to be active and it seems to be on a task without actually doing it. They go through all the movements of learning because the teacher expects them to do so, but they do not learn, as their movements are not accompanied by a desire to learn. Therefore, what is very important is that, they should have a desire or want to learn, which means that motivation should not only initiates behavior but also directs and sustains it. Teacher's task would be very much simpler if pupil's achievement motive is strong and high, inducements and pressures are not really needed and pupil's learn and achieve readily and effectively.

Achievement motivation is a task oriented behavior that allows individuals performance to be evaluated according to some internally or externally imposed criterion, which involves the individual in competing with other or otherwise some standard or excellence. Motivation drives and directs behavior in general whereas achievement motivation governs behavior relevant to achievement and learning. To make this point more transparent, generally we say that when a student is motivated he/she probably will be active. But it is very difficult to judge that the pupil is active or motivated.

The achievement motivation is an acquired tendency of the individual. It implies action to aspire, strive and achieve. The theory of achievement motivation attempts to account for the determinants of the directions, magnitude and persistence of a behavior in a limited but in very open domain of human activities. Achievement motivation can be understood simply as the tendency to strive for success or the attainment of a desirable goal. In general, it refers to the behavior of an individual who strives to competition with a particular standard of excellence of performance. This is the characteristic of achievement motivation which distinguish it from other motives. Generally, achievement motivation has two aspects i.e. positive and negative. The

performance of a person will improve with the identification of achievement motivation. The concept of achievement motivation owes its birth to USA. First of all the concept of achievement motivation was given by Murray but it is through the hard labour of McClelland and his co-workers that topic has assumed practical importance in the fields of education.

Achievement motivation refers to motivation streaming from a desire to perform well or striving for success. It is evidence by effort and persistence in the face of difficulties. It is regarded as a central human motivation and is key determinant of aspiration and persistence. The individual is impelled a by some sort of motive or another. His behavior is energized by motives, selected by motives and directed by motives. Thus, we define motives as a tendency for activity initiated by drive and concluded by an adjustment. So, motivation is that force which implies or initiates individual actions. When the individual gets any motive he experiences a tension and disequilibrium and becomes restless. His activities are then initiated. The individual feels a push to behave in a certain direction. It is an important factor which affects the behavior of an individual.

Achievement motivation is to explain intra and inter individual differences in the orientation, intensity and consistency as achievement behavior. In terms of content, achievement motivation may be defined as the tendency to maintain and increase individual proficiency in all areas in which a standard of equality is binding. Individual differs in their strength of motive to achieve and various activities differ in the person who has more positive approach or aspect is called high motivated person and person having more avoidance is called low motivated person.

There is a universal tendency in many of us to strive, to excel, to succeed, to win and to go ahead of others. There is more to be learnt by the social customs and education rather than being in born. The tendency can be called the self-assertion or achievement. It effects many activities of the individual and helps in meeting the abstractions, to beat the rival to achieve success for its own sake.

All human behavior is controlled, direction and modified through certain motives. When a person is hungry and is searching for food or constructing a house or learning new skills, there are always such elements which initiate his activities, guide them and modify his behavior in the light of his success or

failure. These elements are referred as motives. Their motives originate actions. They continue the activity till the goal is achieved.

Ayishabi and Kuruvilla (1998) conducted a study on the effects of maternal employment on achievement motivation of school children in selected areas of Ernakulum and Kozhikode districts. The sample was comprised of 871 secondary school pupils attending class 9th from schools of Kottayam .The researcher found that motivation for achievement which was strong determinant of academic performance was found to be unaffected by maternal employment in Kerala.

Panda and Jena (2000) conducted a study on the effect of some parental characteristics on students' achievement motivation in selected areas of Jeypore and Kalakhandi Districts of Odisha. The sample of the study was composed of 200 students of 9th standard chosen from six secondary schools. The researcher found that parental education was positively related to achievement motivation of students.

Elliot et. al (2001) conducted a study on achievement goals and the Hierarchical Model of Achievement Motivation. The study recommended that the achievement goals approach has acquired prominence in achievement motivation literature and has fabricated a valuable empirical field. Thus, the precise nature of the achievement goal construct is in require of scrutiny, as is the issue of how achievement goals and their previous circumstances combine to produce competence-based self-regulation. In this study, they address these essential conceptual issues in the context of the hierarchical model of achievement motivation. The approach –avoidance distinction, which has been an internal part of the achievement motivation literature since its inception, is decorated throughout the study.

Ajayia (2002) conducted a study on relationship between self-esteem and achievement motivation of women in colleges of education, Kwara state. The result revealed a statistically significant relationship between achievement motivation and self-esteem of college women. There was a significant discrepancy between the self-esteem of their counter parts that are little in achievement motivation. Based on the findings, it was suggested that college women need to imbibe the spirit of difficult task which can effect tasks and disregard worry, fear anxiety which influence low self-esteem.

Cheung (2004) conducted a study on the effects of competition on achievement motivation in Chinese classrooms. The foremost findings of the study are students in the competitive situation performed well in easy tasks than their counterparts in the non-competitive condition. However, they were more performance oriented and are more likely to rag ice-learning opportunities for better performance. They were also prone to have worse self-evaluation after failed. Although there were no statistically significant deviation between the two conditions in task enjoyment and achievement attribution, the direction of the disparity was consistently unfavourable to students in the competitive conditions

Chaturvedi (2004) conducted a study on the impact of school environment and certain demographic variable on achievement motivation and academic achievement of youngsters in selected areas of Bhopal. The sample was comprised of 300 students in the age groups of 12-13 years. The results showed considerable gender differences in academic achievement of boys and girls and that girls scored significantly higher than boys. Kaur (2004) conducted a similar study on the achievement motivation of students in selected areas of Ludhiana district. The sample was composed of 200 boys and girls of 11th class of the inhabitants of urban and rural areas .The results indicated that there is a considerable difference between achievement motivation of boys and girls and also between rural and urban area students.

Salami (2004), while going through various studies found a significant relationship between vocational interests and achievement motivation. According to Yadav, R.K. (2005) need achievement had negative correlation with biological sciences and need order have significant relationships with five fields of vocational preferences, which were biological sciences, computation, persuasive, linguistic and humanitarian. For Tutar et.al (2011) achievement motivation and ambition was significantly positively correlated. A comparative study was conducted by Sindhu and Parminder (2005) in Concept Attainment Model, Advance Organiser Model and Conventional Method in teaching of Physics in relation to intelligence and achievement motivation of 9th class students in selected areas of Sangrur (Punjab). The sample was comprised of 240 students. The result showed that there was no statistically significant effect of achievement motivation on academic success of the students.

Bansal (2006) conducted a study on the relationship between quality of home environment, Locus of Control and achievement motivation among high achiever urban female adolescents in selected areas of Ludhiana city. The sample was comprised of 100, 11th class high achievers from ten senior secondary schools. The result revealed that good value of home environment had significant positive relationship with high rank of academic achievement.

Froehlich (2007) conducted a study on the sex differences in intelligence theory, achievement motivation, attributional style and their effects on selection of science, math and technology careers in selected areas of New York. The sample was comprised of 174 female and 154 male students. The result verified a significant relationship between intelligence and achievement motivation.

Nagarathanamma and Rao (2007) designed a study to see the difference in achievement motivation of adolescent boys and girls . They found that there was no significant difference between boys and girls with regard to achievement motivation level. Kaushik and Rani (2005) also confirmed that there was no significance gender difference on achievement motivation in students of four educational streams. Adsul and Kamble (2008) investigated the effects of gender, economic background and caste differences on achievement motivation of students the result showed that there is a significant difference between scheduled caste and nomadic tribes, scheduled caste and other backward caste students and between male and female students. Forward caste and scheduled caste group students having a high achievement motivation while other backward and nomadic tribes group students having an average level achievement motivation, male students having a high achievement motivation while female students having a below average level of achievement motivation. Further the study revealed that caste, gender and economic background of family does not jointly effect achievement motivation of college students.

Conroy et.al (2009) conducted study on the appearance of achievement motivation in interpersonal behaviour. Two studies were conducted on the sample of 219 students from small private university and 172 students from large public university of United States. The findings showed that achievement motives were not related with interpersonal behaviour and achievement motives had significant impact on academic success.

Muola (2010) conducted a study on the relationship between academic achievement motivation and home atmosphere among the pupils of Standard VIII. The sample was comprised of 235 Standard VIII Kenyan pupils from six urban and rural primary schools of the district of Machakos. The result shows a low (0.15), but positive relationship between parental education with educational achievement of pupils.

Parveen (2010) explored the effects of achievement motivation on vocational interests of secondary school students of Aligarh city and found relationship which was not significant. It was concluded that achievement motivation had no significant effect on vocational interests of secondary school student. The relationship between achievement motivation and vocational interests of male students was not significant. The investigator concluded that achievement motivation was not instrumental in inculcating vocational interests, and no significant correlation among achievement motivation and vocational interests of female students signifies that achievement motivation had no contributory effect in inculcating vocational interests.

Bahago (2011) conducted a study on the achievement motivation and demographic individuality on academic performance of nomadic 300 Fulani girls in selected areas of Adamawa state. The result reveals that students with high achievement motivation performed higher in academics than the students with low achievement motivation. The study also revealed a significant association between achievement motivation and scholastic accomplishment.

Hassanzadeh and Mahdinejad (2012) explored the bond between happiness and achievement motivation among girls and boys students and showed that there is a significant relationship between happiness and achievement motivation. There is no difference between happiness and achievement motivation among girl and boy students.

Bajaj (2012) conducted a study to investigate the achievement motivation among the pupil teachers studying in various B. Ed colleges in Jammu Division of the State of Jammu and Kashmir. The results indicated that there was significant variation in the Achievement motivation among the pupil teachers when studied independently belonging to different locality and marital status.

Hassan (2012) conducted a study on differences in achievement motivation and its salient components of high and low achieving students. Results indicated that high achieving students have significantly higher achievement

motivation than low achieving students. Results also indicated that high achieving students are significantly more competitive and work-oriented as compared to low achieving students. However, no significant differences

was found between high and low achievers in terms of mastery orientation and personal unconcern. Correlation analysis indicated a significant positive correlation of achievement motivation, competition and work with scholastic attainment.

Singh (2012) conducted a study on achievement motivation of senior secondary students in relation to their self-concept and socio-emotional climate of the school. The study reveals that achievement motivation of senior secondary school students does not differ significantly at different levels of their self-concept and socio-emotional climate of the school.

Lone (2013) conducted a study entitled Teaching Aptitude of Teacher Trainees in relation to their achievement motivation and value pattern. The results revealed that there is no considerable difference in the teaching aptitude of male and female teacher trainees; there is no significant difference in achievement motivation of male and female teacher trainees; there is positive correlation between teaching aptitude and achievement motivation of teacher trainees; there is positive relationship between teaching aptitude and value pattern; there is positive connection among achievement motivation and value pattern; and there is positive relationship between teaching aptitude, achievement motivation and value pattern.

Kaur (2014) conducted a study on college going students to know about academic achievement of college students in relation to their meta cognition in the district of Kapurthala. The researcher observed that male students differed significantly from female college student with respect to their academic achievement motivation. Female college students have better meta cognition than male college students. The rural and urban college students do not differ significantly with respect to their meta cognition. The study concluded that there exists a positive correlation between academic achievement and meta cognition of college going students.

Emmanuel et. al (2014) explored the association between achievement motivation, educational self-concept and academic achievement of high school students and found a considerable relationship between self-concept and

academic achievement and there was a positive association among achievement motivation and academic achievement. Stanly (2014) conducted a study on achievement motivation and problem solving ability in Mathematic of IX standard students and found that the level of achievement motivation of students is above average, the problem solving ability of students is low , the students differ significantly in their achievement motivation and problem solving ability, boys and girls have equal level of achievement motivation and problem solving ability, government school students have higher achievement motivation and problem solving ability than the private school students, urban and rural areas school students have equal level of achievement motivation but locality of the school has influence on the problem solving ability of students, urban school students have higher problem solving ability than rural school students and high and average level students differ in their achievement motivation and problem solving ability.

Vijayakumari and Rekha (2014) revealed that the level of achievement motivation among secondary school students in Kerala is not at all satisfactory; locale and type of management interact together to influence achievement motivation and the three-way interaction of gender, local and type of management on achievement motivation is significant.

Baker et al (2014) explore the relationship between achievement motivation, attitude and academic performance and found positive correlation between students' attitude towards learning and achievement motivation and between students' attitude and academic achievement .However, a negative and low correlation was observed between students' achievement motivation and their academic achievement.

Dana and Farhangib (2014) explored the relation between spiritual intelligence and educational self-efficacy, and achievement motivation and educational achievement among students. The results showed that there is a significant and positive relation between self- efficacy and achievement motivation and self-efficacy and educational achievement of students. Further no relation was found between spiritual intelligence and achievement motivation and spiritual intelligence and educational achievement among the students.

1.1.2 PARENTAL ENCOURAGEMENT

Education itself begins with the birth of an individual in the family. Family remains involved in the education of an individual from his cradle to grave. Parents are the first tutor of the child. Child always seeks assistance from his parents. The children facing tough challenges these days in their education require parental support for coping with the life in a satisfactory manner. Family is the oldest and most important active agency of the education. It is the foundation of all social organization. It plays a very important role in the education of the child. As soon as the child is born, he take shelter in the home and then gradually he gets socialized. Education is required for all round development of the child. It cannot be imparted effectively by the school alone. There are other agencies such as home, family, society etc that go a long way in educating individuals. The bringing up of children is a permanent need of all societies, and the particular way in which it is done is a cultural pattern of that society. Child grows up to fit in his society and the society of child begins with his family, which defines the context in which a child receives his early socialization. If parents want to provide optimal facilitative environment conducive to the cognitive development of the children, they should play an important role in the educational process of their children. It is generally believed that parental care, concern, guidance and influence, or in a word “parental encouragement” has an effect on the overall development of the child.

According to the Oxford Advanced Learners Dictionary (1980) Encouragement means the act of encouraging or state of being encouraged. Encouragement is defined as an expression of support or approval, or is words or actions that assist or inspire someone or something. When you praise a child and encourage him to keep trying, this is an example of encouragement. Encouragement is positive feedback that focuses primarily on effort or improvement rather than outcomes. Encouragement is recognizing, accepting, and conveying faith in a child for the mere fact that he or she exists. The child does not have to be “the best” to be a full- fledged human being. With encouragement, a child feels worthwhile and appreciated regardless

of the results he or she achieves. Encouragement separates the deeds from the doer so there is no such thing as “good” or “bad” children.

Encouragement has been incorrectly described as “no evaluative feedback in hopes of gaining compliance” (Kohn, 1996). On the contrary, encouragement is not praise, reward, or language used to gain compliance. Praise is judgmental, extrinsic, and controlling, perpetuating a discouraging superior-inferior relationship in which the child must consistently both please the authority and prove himself/herself. Praise always contains an element of judgment and evaluation. Whereas praise is given only when one achieves “good” results, encouragement can be given any time, even when things go poorly.

Dinkmeyer and Losoncy (1996) found that encouragement is the key ingredient in all positive professional and personal relationships. Encouragement means aiding the development of something or raising someone to be accepted members of the community. The act of giving hope or support to education itself begins with the birth of an individual in the family. Family remains involved in the education of an individual from his cradle to grave. Parents are the first tutor of the child. Child always seeks assistance from his parents. The children facing tough challenges these days in their education require parental support for coping with the life in a satisfactory manner. Family is the oldest and most important active agency of education. It is the foundation of all social organization. It plays a very important role in the education of the child. As soon as the child is born, he takes shelter in the home and then gradually he gets socialized.

Education is required for all round development of the child. It cannot be imparted effectively by the school alone. There are other agencies such as home, family, society etc that go a long way in educating individuals. The bringing up of children is a permanent need of all societies, and the particular way in which it is done is a cultural pattern of the society. Child grows up to fit in his society and the society of the child begins with his family, which defines the context in which a child receives his early socialization. If parents want to provide optimal facilitative environment conducive to the cognitive development of the children, they should play an important role in the educational process of their children. It is generally believed

that parental care, concern, guidance and influence, or in a word “parental encouragement” has an effect on the overall development of the child.

The term parental encouragement is a compound term made up of two words “parental” and “encouragement”. The word “parental” means something related to parents. According to the Oxford Advanced Learners Dictionary (1980) Parent is one who has begotten offspring, or one who occupies the role of mother and father. A parent (from Latin: Parens= parent) is a caretaker of the offspring in their own species. In humans, a parent is the mother or father figure of a child. Baumrind (1971) has given four main categories of parent styles, authoritarian , permissive, and authoritative and uninvolved. No one style is correct, and many parents will use techniques from all four parenting-styles. Parents act as the legal keeper or other individual standing in the place of the parents or the authorized guardians. This may include a person such as a grandparents, stepparent, aunt, uncle, older sibling or other person either with whom a child lives or who has been chosen by a parent or legal guardian to act in position of parent or legal guardian concerning all aspects of the child’s education. Someone, Dreikurs (1971) considered encouragement to be the single most important quality in getting along with others, so important that the lack of it could be considered the basic influence for misbehavior.

Collectively the term Parental Encouragement implies, treatment provided by the parents to their children. This can nurture the hidden potentialities with them. It can be in the form of guidance, concern, care as approved by them which can act as a driving force for the students to take a particular decision in life. Parental encouragement is a combination of commitment and active participation on the part of the parent to the school and to the student. The term “parental encouragement” is slightly new in psychological research perspective. In parental encouragement, we assume that parents show it by helping and guiding the child and coaxing him not to feel disheartened at a particular point of difficulty. Rossi (1965) defined parental encouragement as, when father and mother approve and disapprove of any activity related to education or revoke any hurdle felt by students in the process, or guide him the right or wrong. This entire spectrum activity comes within the purview of parental encouragement. So, in short, we can conceptualize parental encouragement in this manner- treatment originating from parents towards the child with a view to enhancing

the possibilities of future occurrence of good behavior by care, concern, approval and guidance.

Darling and Steinberg (1993) defined a parental encouragement as the emotional climate in which parents raises their children. Agarwal (1999) has defined parental encouragement as an attempt measure quantitatively the parental encouragement as perceived by the child. Parental encouragement is one such aspect of pertaining at home which helps the child to develop good ideas, habits, modes of thinking and behavior which makes the task of the school easy and ensure good study habits in children. When father appreciates any activity related to education or revokes any hurdle felt by the students in the progress or guide him the right or wrong way. Rossi (1965, as cited in Joshi, Asha, 2001) defined parental encouragement as an approval and appreciation of their wards activity when they were satisfied with him in relation to his attainment of education. Howell and Frese (1982) found that Parental involvement and encouragement have influences on academic achievement and success. Ekstorm, Geortz, Pollack, and Rock (1986) states that Parental interest may be shown by the presence of “study aids” such as encyclopedias and dictionaries in the home, also related to the likelihood of staying in school.

Self confidence is like a ripple when children feel capable of one area. The feeling is likely to spread to other areas of their lives. This ripple often begins when the child receives encouragement from parents. Encouragement builds and begins when the child receives encouragement from parents. Encouragement builds and restores a child’s self confidence. Miss behavior is the usual outcome of discouragement. Encouragement is much more than praise. Parental encouragement expresses faith in children as they are not in what they could. Parent’s behavior is not only important in the individual’s development but also important for the future life. Thus parental behavior is the backbone of individual’s life. Parents should take care of their children’s feelings and emotions. Appreciation and encouragement should be given throughout the life. According to the Department of Education (2004) in the United states, studies have shown that students with involved parents are more likely to earn higher grades, pass their class and be promoted. They are more likely to attend school regularly and graduate and go to postsecondary education, irrespective of their socio-economic status. According to Eqstein (2009) most parents want their children to succeed in school and in order to be good partners in their children’s education, they yearn to obtain more information from schools. Bryk and Schneider (2009) maintain

that school become successful when a strong and positive relationship among students, parents, teachers and the community has been established. All students are more likely to experience academic success if their home environment is supportive.

Family plays an important role in determining the attitude and behavior of the child. Here only a child gets all opportunities to develop himself physically, emotionally, and culturally. The child relationship at home goes long way in giving desirable directions to his development. Children who become successful are always from such homes where parental attitude towards them was favorable. The parents exercise a major influence on the growth of the attitude and the interest of an individual. Family is the primary training ground for the children where they develop their study habits and learns to relate to other and to the environment. Family environment has great importance from infancy till the attainment of maturity. A child is basically an uncut diamond and by cutting and polishing, family will bring forth its luster and brilliance.

Parents play an important role in the education of their children. They provide necessary facilities and educational environment which results in better performance in school. Parents approve and appreciate activities related to education and remove any difficulties felt by their wards. Parental support refers to the guidance, communication and interest shown by the parents to promote by their wards progress in school. Student's progress is facilitated when parents give frequent verbal support and praise, regular feedback for school work and take directly about school work and activities. Parents also enhance academic achievement of the children by teaching them problem solving and negotiation skills. All the involvement tended to have children with higher grades and test scores. Parental encouragement refers to different forms of participation in education and with school. Parents can support their children's schooling by attending school functions and responding to the school obligations. They can become more involved in helping their children improve their school work by providing encouragement, arranging for appropriate study, time and space, molding desired behavior, reading with their children, supporting their work on home work assignment and tutoring them using materials and instructions provided by teachers. Parent's encouragement, in almost any form, produces measurable gain in student's achievement.

Parental encouragement is very much needed at every stage. Parents create an atmosphere which may be accepting and warm or may be critical, dominating, and neglectful or caring, which affect the behavior of their children. Bogenschneider (1999) viewed that parental participation was a strength on achievement. Parents who are more concerned in their adolescents' schooling regardless of parents' gender or learning level have offspring who do better in school irrespective of the child's sex, customs or family structure. Parental participation works for each person.

With the explosion of the knowledge, advancement in science and technology, tough competitions, the students are facing various challenges and difficulties. Mostly the secondary students are the first ones who face competition in choosing occupation. The students need parental support in clearing the competitive examinations and selecting the right occupation or profession. In the same way, the encouragement given by parents can help in proper adjustment and appropriate choosing of occupation.

A Psychological environment in which parent's child relationship can groom itself is most important for the proper development of the child and for the existence of cordial relationship. Hence, parental encouragement can play a crucial role in fostering many potentialities and shaping the personality of the child. Since the whole education influence proceeded from the parents, it is desirable that there should be desirable relationship between the parent and child which can establish proper understanding and good development bonds between them, thus leading to all-round development of the child.

Parental encouragement is considered as a very important determinant in shaping and developing balanced personality of the children. Today the life has become very complex and students are facing cut throat competitions in academic and vocation . Children may perceive themselves as rejected if they face lack of parental encouragement. This can, in turn, affect temperamental, motivational and cognitive aspect of their personality. Parental encouragement to the child serves as the most important agent who helps the child to learn who he is and what is expected of him thus assists him in developing his self identity for vocation.

Agrawal (1997) investigated on the parental encouragement as predictor of educational development of boys and girls students. The sample was

comprised of 100 male and female students. Result of the study indicates that girls are better in their educational development than boys because parents show more encouragement to their daughters than their sons. Kohl et al. (2000) conducted a study on family factors which potentially put parental support at risk. The sample was comprised of parents, teachers and 350 children of America. Family and social data were composed through interviews conducted with parents. Parental contribution was rated by teachers and parents separately using a rationale designed instrument. The result showed a positive relationship between academic achievement and parental encouragement.

According to Gutman and McLoyd (2000) parents of academically successful students used a more specific approach to assist their children with schoolwork, frequently checked their children's progress by contacting the school, and maintained positive relationships with school staff. Whereas, the parents of less achieving children seldom contacted the school.

Ander (2001) reported the connection of family environment and academic achievement and found that there is a positive relationship between them. Sacker et al. (2002) conducted a study on the function of parental encouragement in learning success and psychological regulation throughout the childhood. Data were collected from 1704 students of the United Kingdom. The results showed that parental involvement had a small but significantly positive relationship with academic achievement. The results also revealed that public and physical surroundings in which the children were raised effect their educational achievement. Amita (2003) concluded that students who show parental influence had more positive academic outcomes.

Davis-Kean (2005) suggested that more highly educated parents actively encourage their children to develop high expectations of their own. Lee, Daniel (2006) identified distinct patters of parental practices that differentially influence adolescent behavior, indicated that these four clusters affected students' self-concept, locus of control, and academic achievement. Aremu (2006) conducted a study on the relationship among emotional intelligence parental encouragement and academic achievement of the students in selected areas of Ibadan in Nigeria. The sample was comprised of 500 youngsters consisting 250 males and 250 females was which drawn through randomized process from 10 senior secondary schools. The result revealed that there was a positive and considerable relationship between parental encouragement and academic achievement of the young people.

Bajwa (2006) studied academic achievement in relation to family environment and academic stress and revealed that there exists a significance and positive relationship between academic achievement and family environment and academic stress. Halawah (2006) found the relationship between academic achievement, family environment and motivation. William (2007) found that parental encouragement has positive effect on student's attitude and social behavior. Parent's encouragement supports the students learning, behavior and attitude. Madnawat, Bhardwas, Kachhawa and Yadav (2006-2007) revealed that parental support and dominance have affected the vocational maturity of adolescents. Codjie (2007) tried to find out the influence of home atmosphere and parental encouragement on the academic achievement of African- Canadian youth. The sample of the study was comprised of Edmonton black students of Canada. The results reveal a significant relationship between parental encouragement and residence surroundings on the educational achievement of students. It shows that a supportive home environment and parental encouragement have optimistic influence on the academic achievement of black students.

Jeynes (2007) conducted a study on meta-analysis including 52 studies, to find out the impact of parental participation and encouragement on the educational outcomes of urban secondary school children of California. The results indicated that parental encouragement had significance impact on academic achievement of urban secondary school student.

Von, Lombe and Lindsey (2007) and Kristjansson, Sigfusdottir, Inga Dora (2009), reported that girls received significantly higher parental supervision than boys. Rowan; Bell and Perna, (2008) described how parental involvement is not only shaped by the school context but also shapes the school context for college opportunity. Future parental encouragement and involvement appear to be important facilitators of college enrollment. Good parent child relationship brings a security in children and adolescents. They can count on their parents to help them out, if they have some problem. Such feeling bring positive attitude towards life and surroundings. Children who have such relations with parents have less risk of internalized problems such as feelings of confusion, depression and loneliness. Singh and Singh (2008) , and Pandey (2008) reported that the academic performance of the students of one parent working group was better than parents working group. Rogers, and colleagues (2009) examined the association between children's perceptions of their parents' educational

involvement, children's personal characteristics, and their school achievement, and found that the interactive result of parents' educational involvement and children's personal characteristics are contribution factors in predicting school achievement.

Murphy (2009) conducted a study on the examined relationship of parental encouragement, independent learning and educational achievement . The sample was comprised of 15,362 students of 10th grade from the national longitudinal study. The research findings reveal a positive connection among parental encouragement and academic achievement of students. Ghazi et al. (2010) conducted a study on parental encouragement in their children's academic motivation in countryside areas at primary level. The sample was consisted of 250 students from Bannu in Pakistan. Data was composed through structured interview from students and their parents. The results showed that parents encouragement, conversation of importance of education and educational dealings had direct positive effect on achievement motivation of student and findings also revealed that most of the parents were not alert of their role for their offspring's education. Newswire (2010) conducted a study on parental encouragement on child's behavior in school. The sample was comprised of 1300 children from ten American cities. Researcher found that when parents boosted their involvement in child's school activities the child's behavioral problems found to be decreased.

Adetayo and Kiadese (2011) conducted a study on emotional intelligence and parental encouragement as predictors of students' achievement in financial accounting. Data was collected from 200 senior secondary school students from Nigeria by using survey method. The results of the study revealed significant relationship between parental encouragement and academic achievement of the students. The results also demonstrated that parental encouragement predicted students' achievement in financial accountancy.

Sharma and Tahira (2011) found that family variables including parental education had significant relationship with the achievement of their children. Chabra and Kumari (2011) found that parental encouragement level influences the achievement motivation in academic area. Higher the level of parental encouragement, better the achievement motivation.

Kaur (2013) conducted a study on the importance of parental encouragement in academic achievement of college going students of Punjab. The sample was comprised of hundred final year graduate students of the districts of Patiala

, Punjab. Result of the study states that students with high parental encouragement achieve better in their academics in comparison to the students with less parental encouragement. Alike and Ohanaka (2013) found that counseling and parental encouragement significantly determines re-entry of adolescents into school in Abia State, Nigeria. Novakovic and Nadya (2013) investigated the influence of background variable (age, race/ ethnicity, mother's work status outside of the home, and socio-economic status), personal variables (anticipatory role conflict and academic self-efficacy), and environmental variables (parental attachment and parental support) on aspects of adolescent girls' career planning. Personal variables made the greatest contribution to adolescent girls' plans for the integration of work and family and career commitment. Background variables contributed most to gender-traditionality of career choice and aspired education level. Environmental variables did not make significant contributions to any of the dependent variables.

From the above discussion, it can be concluded that academic performance of those students are better who receive high parental encouragement than the students who receive less parental encouragement(Kohl,2000),(Amita,2003), (Aremu,2006),(Codjoe,2007), (Murphy,2009), (Kaur, 2013).

1.2 SIGNIFICANCE OF THE PROBLEM

Education plays an important role in the development of child. But there is one or more factors that affect child education. And that factor is academics of parents. Better the qualification of parents better was level of achievement of child. Parental involvement plays a major role in motivating the child to achieve significantly. However, parental involvement is largely affected by factors like social class to which the family belongs, psycho-social health and level of education of the mother, single parents' status and material deprivation. Family ethnicity affects parental involvement to a lesser extent. As he grows, the degree of parental involvement diminishes gradually. Therefore, parents have to play a major role in the early years of their child's life to motivate him to achieve better in his school as well as in the later years of his life. Conducting a study on the support provided by parents in a very crucial i. e., secondary period of students' life will help parents to be conscious about their role in the achievement motivation of their children. It was also help school authorities and

policy makers to take extra effort to involve parents more and more in school activities which in turn washelp the child to excel in every field.

Achievement Motivation can help people accomplish their goals in their lives whether at work or in their personal life. In addition, loving parents plays an important role in development of child who was succeed in college, career and life expectancy. Parental encouragement is the treatment provided by the parents to their children which can nurture the hidden potentialities in them. This may be in form of guidance, care and concern or acts as a driving force for the students to take better decisions in life. Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance.

The extent and form of parental involvement is strongly influenced by family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status and, to a lesser degree, by family ethnicity. Different researchers did research on parental encouragement and achievement motivation with other variables like academic achievement, home environment, parental inspiration, parental involvement, parental education etc. This study is an attempt to find the relationship between achievement motivation and parental encouragement among specific group that is secondary school students. This study was beneficial for teachers and policy makers to make efforts to get parents involved in various school activities. It was also help parents to motivate their children to achieve high potential.

1.3 STATEMENT OF THE PROBLEM

The present study is an attempt to study the achievement motivation of students in relation to their parental encouragement. The present problem is entitled as:

ACHIEVEMEN MOTIVATION AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO PARENTAL ENCOURAGEMENT

1.4 OPERATIONAL DEFINITIONS

Achievement Motivation

Achievement motivation can be defined as the attainment of excellence by meeting realistic goals and receiving feedback which provides a sense of accomplishment. In this study achievement motivation indicates the achievement motivation of secondary students in relation to their academics.

Parental Encouragement

The term 'parental encouragement' is slightly new in psychological research perspective. In parental encouragement, we assume that parents show it by helping and guiding the child and coaxing her not to feel disheartened at a particular point of difficulty. Parental encouragement is the treatment provided by the parents to their children which can nurture the hidden potentialities within them. It can be in the form of guidance, concern, care are approved by them which can act as a driving force for the students to take a particular decision in life. In the present study, Parental encouragement is an attempt to measure quantitatively the parental encouragement as perceived by the child.

Secondary School Students

Secondary school students refer to the students study in classes IX and X. In the present study, students of class IX only was taken into consideration.

1.5 OBJECTIVES OF THE STUDY

1. To find out achievement motivation of the secondary school students basis of their gender and locality.
2. To compare the parental encouragement of the boys and girls secondary school students.
3. To compare the parental encouragement of rural and urban secondary school students.
4. To explore the achievement motivation of secondary school students in relation to their parental encouragement.

1.6 HYPOTHESIS OF THE STUDY

1. There exists no significant difference in achievement motivation of boys and girls secondary school students.
2. There exists no significant difference in achievement motivation of rural and urban secondary students.
3. There exists no significant difference in parental encouragement of boys and girls secondary students.
4. There exists no significant difference in parental encouragement of rural and urban of secondary school students.
5. There exists no significant relationship between achievement motivation and parental encouragement of secondary school students.

1.7 DELIMITATIONS OF THE STUDY

1. The students was confined to secondary school student
2. The sample was taken from the District of Kapurthala, Punjab.
3. The study was limited to 100 boys and girls students.

CHAPTER II

METHOD AND PROCEDURE

METHODOLOGY

Methodology is one of the most important aspects of any study. It gives various steps in conducting the research in a systematic and logical way. A well defined procedure provides the researcher a plan of action for selecting, collecting and analyzing the data economically and effectively. It helps the researcher to proceed systematically while conducting the research and ultimately saves the researcher's time, efforts and money. It is necessary to adopt a systematic procedure to collect the relevant data. The relevant data should be adequate in quantity and quality. It should be sufficient, reliable and valid. The selection of techniques and devices for an investigation is determined by the nature of the problem. The selection of proper method, tool and technique is a very difficult task and must be handled with every caution, care and consideration with respect to time, cost and procedure. Keeping in view all these things, the present chapter deals with the following steps:

- Research Method
- Population, Sample and Sampling Technique
- Tools Used
- Procedure of Data collection
- Description of Tools
- Statistical Techniques Used

2.1 RESEARCH METHOD

Research method is of utmost important in a research process. Research is not a haphazard task; it requires one to proceed in a definite direction. The nature of the research, descriptive survey method has been identified as most suitable. Descriptive Survey method was employed in the present study. Descriptive Survey method of research describes records and analyzes and interprets the existing conditions. It involves some type of comparison and contrasts, and attempts to discover relationship existing among non manipulated variables. A descriptive study describes and interprets “what is”. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developed. Descriptive research includes surveys and fact finding enquires of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The present study was conducted to explore the academic performance of senior secondary school students of kapurthala district of Punjab in relation to their Parental Encouragement and Achievement Motivation.

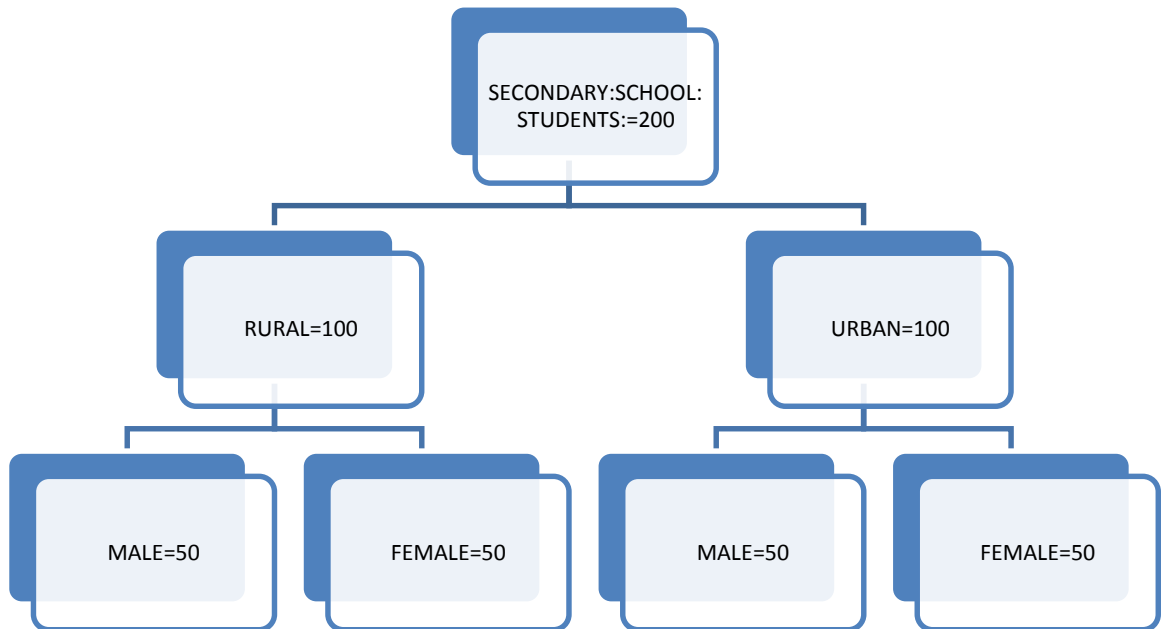
2.2 POPULATION, SAMPLE AND SAMPLING

Sample is often desirable as it helps in conducting measurement pertaining to greater population without affecting accuracy to any significant degree. The whole groups from which sample has been taken is called population. The population of the present study constitute all secondary school students studying in different schools of Kapurthala district of Punjab .

Sample is a small portion of a population selected for observation and analysis. It is a collection consisting a part or sub-set of the object or individual of the population which is selected for the purpose of representing the population. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is known. The investigator has selected 200 secondary school students (100 male and 100 female) from four schools as sample for the present research investigation.

Sampling technique is the technique employed by investigator in selecting the design of the sampling. Investigators need to select the sample in a way that each unit of the population is given an equal opportunity of being selected. In the present study simple random sampling technique is used. Classification of the sampling is given below:

Total Secondary School Students



2.3 TOOLS USED

Following tools were used in the present study

1. Parental Encouragement Scale (APES) by Dr. Kusum Agarwal (1999).
2. Achievement Motivation Test (ACMT) by V.P. Bhargava (2009).

2.4 PROCEDURE OF DATA COLLECTION

After selecting the area and the tool for collection of data, the investigator collected the data from secondary school students in different rural and urban secondary schools situated in district of kapurthala, Punjab. The researcher personally visited the secondary schools and got permission for data collection from the Principals. Investigator explained the purpose of the research to them. Investigator gave proper instructions to secondary school students to fill the response sheets of Achievement Motivation and Parental Encouragement. After collection and tabulation of data, it has been analyzed with the help of appropriate statistical techniques in the light of objectives and hypotheses of the study.

2.4.1 Description of Tools

Parental Encouragement Scale (APES) by Dr. Kusum Agarwal (1999).

Parental Encouragement Scale prepared by Dr. Kusam Agarwal is used by the researcher to know different types of parental encouragement given by parents to their children. The present scale is an attempt to measure quantitatively the parental encouragement as perceived by the child. It is also a useful tool to categorize the students in terms of the degree of their parental encouragement.

2.4.1.1 Reliability of the Tool

Two indices of reliability of the scale were found out. Firstly, its reliability was determined by K.R. Method (.79), Secondly, two test-retest reliabilities were determined after an interval of three months (.82), and the other after an interval of six month (.80). These two sets of reliability coefficients of the scale are presented in the following Table 1.

TABLE 1

Indices of Reliability of APES

| | K.R. Method | Test- retest Method | |
|-------|-------------|------------------------------------|----------------------------------|
| Value | N=50 | Time gap of three Months (N=50) | Time gap of six Months (N=50) |
| | .79 | .82 | .80 |

2.4.1.2 Validity of the Tool

For determining validity of the APES, it was given to 100 parents and 100 students belonging to those parents respectively. Their separate responses were correlated and when correlation was found high (.73), it was assumed that the scale measures what it designs to measure. In order to establish internal validity, the responses of each item were correlated with the total responses which have shown satisfactory correlation (.64).

2.4.1.3 Administration of the Tool

The APES may be administered individually as well as in the group. There is no fixed time limit for the response. But usually respondents took 40 to 50 minutes for filling in the whole scale. The instructions printed on the scale form were made clear by the administrator to the respondents.

2.4.1.4 Scoring of the Tool

The Parental Encouragement Scale comprises 80 items having five alternative answers always, most often, frequently, some-times, never. The subject was asked to choose an alternative for each item which best characteristic his/her behavior. There were asked read each item carefully and answer them by selecting one alternative out of always, most often, frequently, some-times, never. There was no negative marking for scoring the scale .

The scale can be scored accurately by hand. The responses of the subjects were assigned numerical values, ranging from 1 to 5, depending upon the degree of perceived parental encouragement. Table 2 gives the details of the weightage.

TABLE 2.1
Scoring of scale items

| | | | | |
|--------|------------|------------|-----------|-------|
| Always | Most Often | Frequently | Sometimes | Never |
| 5 | 4 | 3 | 2 | 1 |

Thus, the total weighted score of APES ranges from 80 to 100. The total weighted score, if high, reveals greater amount of parental encouragement, whereas lower scores indicate the lower degree of parental encouragement.

2.4. 2 Achievement Motive Test by V.P. Bhargava. (2009).

Achievement Motivation Test was developed by V.P. Bhargava (2009). It is a sentence completion test and has 50 incomplete sentences. Each item has three alternatives and respondents have to select one alternative by putting tick mark. Test-retest reliability is 0.91 and validity index of this test is 0.85. The score on the scale

range from above 23 which mean high achievement motivation and from below 11 which mean low achievement motivation. Test-retest reliability with 1 month interval was 0.87. Reliability index for the English copy was 0.91 and 0.81. This test agreement with education achievement (gender) and achievement need test criterion was 0.75. Regarding the English copy, content validity value with education achievement test was 0.85. Its reliability in Iran was obtained by Cronbach's method as 0.76.

2.4.2.1 Reliabilities of the Tool

Reliability is the important characteristics of a good evaluation technique or test. Reliability is the consistency of a test yielding the same result in measuring whatever it does measure. A test is reliable if it measures efficiently what it proposes to measure or what it does measure. The reliability of a test refers to the consistency of score obtained by the same individuals in different occasions or with different sets of equivalent items.

Test-retest reliability of the test after an interval of one month was .87

By comparing the responses on similar items it was .79

Considering the responses if they indicate to measure the same aspects for which they were intended to measure, it was found that they did so, the index of reliability being .78.

For English Version of the test the values of reliability were .91 and .78 respectively.

2.4.2.2 Scoring of the Tool

The Achievement Motivation Scale comprises of 50 items having three alternatives A, B and C. Participants were instructed to there were asked to each item carefully and answer one alternative out of A, B, C. Please choose the alternative that apply to the most from the above categories. The procedure for scoring is very simple.

| ITEM NO. | | ITEM NO. | | ITEM NO. | | ITEM NO. | | ITEM NO. | |
|----------|---|----------|---|----------|---|----------|---|----------|---|
| 1 | C | 11 | C | 21 | B | 31 | B | 41 | C |

| | | | | | | | | | | |
|----|----|---|----|---|----|---|----|---|----|---|
| It | 2 | C | 12 | B | 22 | A | 32 | B | 42 | C |
| | 3 | C | 13 | B | 23 | C | 33 | C | 43 | A |
| | 4 | C | 14 | B | 24 | C | 34 | C | 44 | B |
| | 5 | A | 15 | C | 25 | B | 35 | A | 45 | B |
| | 6 | B | 16 | B | 26 | A | 36 | C | 46 | B |
| | 7 | A | 17 | B | 27 | C | 37 | B | 47 | C |
| | 8 | B | 18 | B | 28 | C | 38 | C | 48 | C |
| | 9 | B | 19 | C | 29 | A | 39 | C | 49 | B |
| | 10 | A | 20 | C | 30 | C | 40 | B | 50 | A |

can be done with the help of a scoring key.

Each item indicating Achievement Motivation (N- Ach) is given a score of 1 and the total score earned on all the items is the N-Ach Score.

2.4.2.3 Validation Indices

Validity is one of the most important consideration of a good measuring device. It relates to the question what does the test measure. Validity of a test refers to the test's quality to measure what it is intended to measure. This means a test is valid when it can measure the attainment of objectives for which it is designed. Validity is specific rather than a general criterion of a good test. It is specific in the sense that a test may be highly valid for use in one situation and highly invalid for use in another manner.

In psychometrics, validity has a particular application known as test validity. It's the degree to which evidence and theory support the interpretation of test scores as entailed by proposed uses of tests. In the area of scientific research design and experimentation, validity refers to whether a study is able to scientifically answer the questions it is intended to answer.

The test was tried for having the agreement with the criterion test of N Ach, and with educational achievement in various faculties. It was found that the test scores on this test and that with the test-scores for SCT of Dr. Bishwanath Mukherji had an agreement of .80 and with Educational Achievement Test (General) it had an agreement of .75.

For English Version the values of validity indices were .85 with Educational Achievement Test.

2.5 STATISTICAL TECHNIQUES USED

In the present study, t-test was applied for testing the significance of difference between the means and standard deviation. While correlation was applied to find out the relationship between dependent and independent variables. Along with this graphical representation of data was done wherever possible and required. In this study t-test was used to find out the difference in the achievement motivation and parental encouragement of secondary school students on the basis of certain background variables i.e gender and locality. Correlation was used to find out the relationship between parental encouragement and achievement motivation of secondary school students.

CHAPTER 3

ANALYSES AND INTERPRETATION

The present chapter deals with the results and their corresponding interpretation in accordance with hypotheses. Data once collected should be analyzed with the help of statistical techniques that yield certain results. The analysis and interpretation represents the application of inductive and deductive logic to the research process. Analysis means categorizing, manipulating of data to reach at solution of the research problems. Interpretation calls for a critical examination of one analysis. The depiction of results and their interpretations is considered the most important part of research work as it verifies the hypothesis and eventually leads to conclusions of study. The tabulated data have no meaning unless these are analyzed and interpreted by applying appropriate statistical techniques.

Analysis of data means studying the tabulated material in order to determine the inherent facts or meanings. It involves breaking up of the complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation. The findings prove the tentative hypotheses and finally lead to conclusions. The research has no meaning of its own if the data are not analyzed and interpreted. The whole scheme of research methodology revolves round the analytical interpretation of the reality of methodological approach to deal with the situation is meaningless, unless it moves in the path of allotment of mathematical digits for the purpose of analysis and interpretation. Therefore, analysis is very essential to study the problem carefully.

The data was analyzed and interpreted keeping in view the hypotheses of the study.

3.1 Hypothesis 1 states, “There exists no significant difference in achievement motivation of boys and girls secondary school students.”

In order to test this hypothesis, Table 3.1. has been prepared. Its pictorial form has been given in

Table 3.1

Mean differences in the achievement motivation of boys and girls secondary school students.

| Gender | Mean | SD | t-value | Level of significance |
|--------|-------|----------|---------|-----------------------|
| Boys | 18.34 | 4.4322 | 2.37 | * Significant |
| Girls | 19.77 | 4.083761 | | |

*Significant at 0.05 level

**Insignificant at 0.01 level

Figure 3.1

Mean scores of the achievement motivation of boys and girls secondary school students.

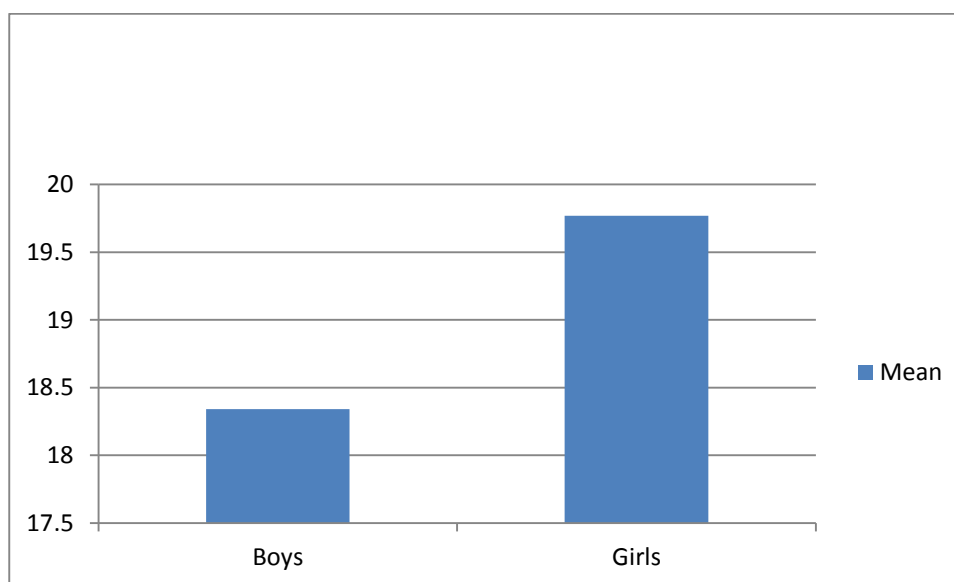


Table 3.1 shows mean score of achievement motivation of boys and girls secondary school students. The careful scrutiny at the results inserted in Table 3.1 clearly reveal that the mean scores of boys and girls secondary school students came out to be 18.34 and 19.77 respectively. The standard deviation of achievement motivation of secondary school boys and girls was 4.4322 and 4.083761 respectively. Further, the t-value calculated with regard to parental encouragement of secondary school boys and girls was 2.37. The t-value found was statistically significant.

Discussion of Results

The significant t-value indicates that there exists significant difference in the mean score of achievement motivation of secondary school boys and girls. On comparing the result on mean score it is found that mean score of girls students (19.77) is higher than boys students (18.34) which indicate that girls students have high level of achievement motivation as compared to boys students. This may be due to the reason that girls are having strong implicit needs to achieve their set goals and they are having more desires to meet standards of excellence. The results of this study enjoys support from the research conducted by Chaturvedi (2004) who reported that significant gender differences in academic achievement motivation of boys and girls and that girls scored significantly higher than boys.

Therefore the hypothesis 1, namely “There exists no significant difference in achievement motivation of boys and girls secondary school students” stands rejected.

3.2 Hypothesis 2 states, “There exists no significant difference in achievement motivation of rural and urban secondary school students.”

In order to test this hypothesis, Table 3.2. has been prepared. Its pictorial form has been given in Figure 3.2

Table 3.2

Mean differences in the achievement motivation of rural and urban secondary school students.

| Locality | Mean | SD | t-value | Level of significance |
|----------|-------|----------|---------|-----------------------|
| Urban | 20.12 | 4.484046 | 2.72 | ** |
| Rural | 19.77 | 5.451198 | | Significant |

*Significant at 0.05 level

**Significant at 0.01 level

Figure 3.2

Mean scores of the achievement motivation rural and urban secondary school students.

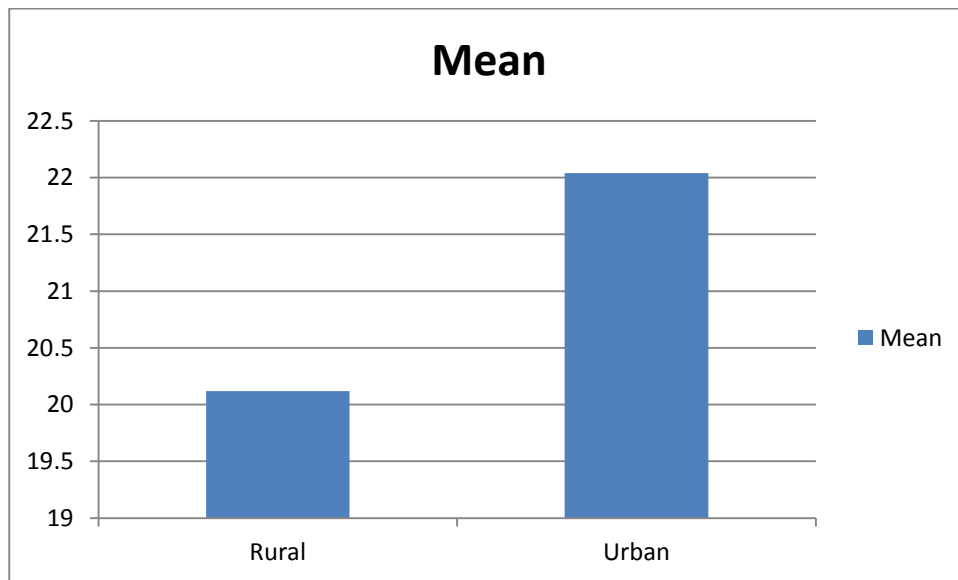


Table 3.2 shows mean score of achievement motivation of rural and urban secondary school students.

A careful scrutiny at the results inserted in Table 3.2 clearly reveal that the mean scores of rural and urban secondary school students came out to be 20.12 and 22.04 respectively. The standard deviation of achievement motivation of secondary school rural and urban was 4.48 and 5.45 respectively Further, the t-value calculated with regard to achievement motivation of secondary school rural and urban was 2.72 The t- value found was statistically significant.

Discussion of Results

The significant t-values in Table 3.2 shows that there was significant difference in the achievement motivation of rural and urban secondary schools students. The significant t-value indicates that there exists significant difference in the mean score of achievement motivation of secondary schools students in rural and urban areas. On comparing the result on mean score it is found that mean score of urban students

(22.04) is higher than rural students (20.12) which indicate that urban students have high level of achievement motivation as compared to rural students.

On the basis of the above discussion of results, it can be concluded that secondary school students studying in urban schools had higher achievement motivation as compared to those studying in rural schools. The probable reasons behind this may be that urban school have well equipped teachers and better infrastructural facilities. Parents in urban areas are likely to be more educated then their rural counterparts parents. Besides the text book they students of urban school are likely to avail more reference materials and modern technologies. All these may contribute towards the better achievement of urban secondary school students then rural school students.

Therefore the hypothesis 2, namely “There exists no significant difference in achievement motivation of rural and urban secondary school students” stands rejected.

3.3 Hypothesis 3 states, “There exists no significant difference in parental encouragement of boys and girls secondary school students.”

In order to test this hypothesis, Table 3.3. has been prepared. Its pictorial form has been given in Figure 3.3

Table 3.3

Mean differentials in the parental encouragement of boys and girls secondary school students.

| Gender | Mean | SD | t-value | Level of significance |
|--------|--------|----------|---------|-----------------------|
| Boys | 341.45 | 30.38353 | 2.33 | * Significant |
| Girls | 343.64 | 29.25455 | | |

*Significant at 0.05 level

**Insignificant at 0.01 level

Figure 3.3

Mean scores of parental encouragement boys and girls secondary school students.

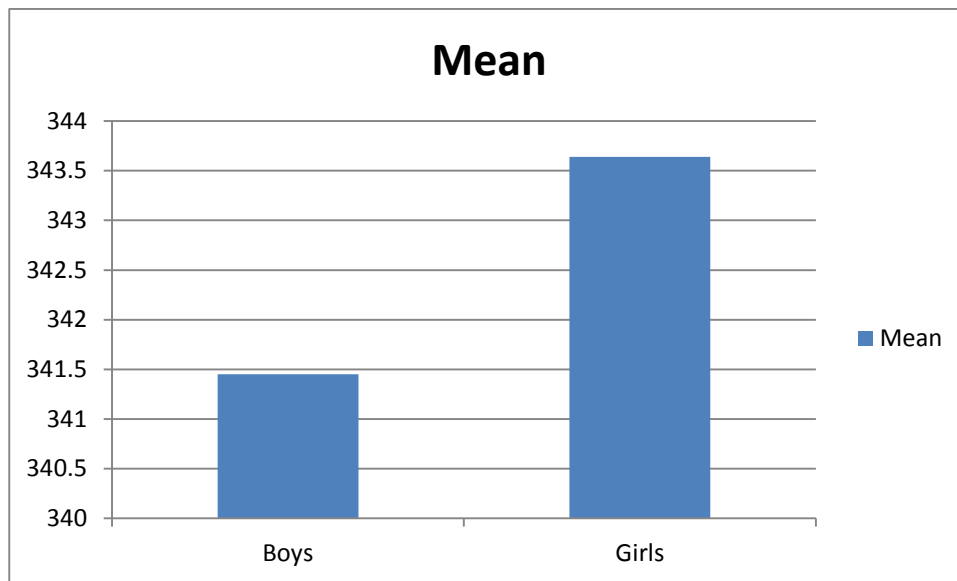


Table 3.3 shows mean score of parental encouragement of boys and girls secondary school students.

The careful scrutiny at the results inserted in Table 3.3 clearly reveal that the mean scores of boys and girls secondary school students came out to be 341.45 and 343.64 respectively. The standard deviation of parental encouragement of secondary school boys and girls was 30.38 and 29.25 respectively. Further, the t-value calculated with regard to parental encouragement of secondary school boys and girls was 2.33. The t-value found was statistically significant.

Discussion of Results

The significant t-values in Table 3.3 shows that there was significant difference in the achievement motivation of secondary school boys and girls. The significant t-value indicates that there exists significant difference in the mean score of parental encouragement of secondary school boys and girls. On comparing the result on mean score it is found that mean score of girls students (343.64) is higher than boys students (341.45) which indicate that girls students have high level of parental encouragement as compared to boys students.

On the basis of the above discussion of results, it can be concluded that secondary school girls studying have higher parental encouragement as compared to those of secondary school boys students.

Therefore the hypothesis 3, namely “There exists no significant difference in parental encouragement of boys and girls secondary school students” stands rejected. The probable reasons behind this may be that parents are more conscious about their achievement of their daughters. Their encouragement is very much essential for the sustaining of life of girls and to make them more successful in life .So, they support and encourage their girls to sustain in a strong hold for them selves.

3.4 Hypothesis 4 states, “There exists no significant difference in parental encouragement of rural and urban secondary school students.”

In order to test this hypothesis, Table 3.4 has been prepared. Its pictorial form has been given in Figure 3.4

Table3.4

Mean differentials in the parental encouragement rural and urban secondary school.

| Locality | Mean | SD | t-value | Level of significance |
|----------|--------|----------|---------|-----------------------|
| Urban | 355.53 | 26.12459 | 3.91 | **Significant |
| Rural | 340.23 | 29.12594 | | |

*Significant at 0.05 level

**Significant at 0.01 level

Figure 3.4

Mean scores of the parental encouragement rural and urban secondary school students.

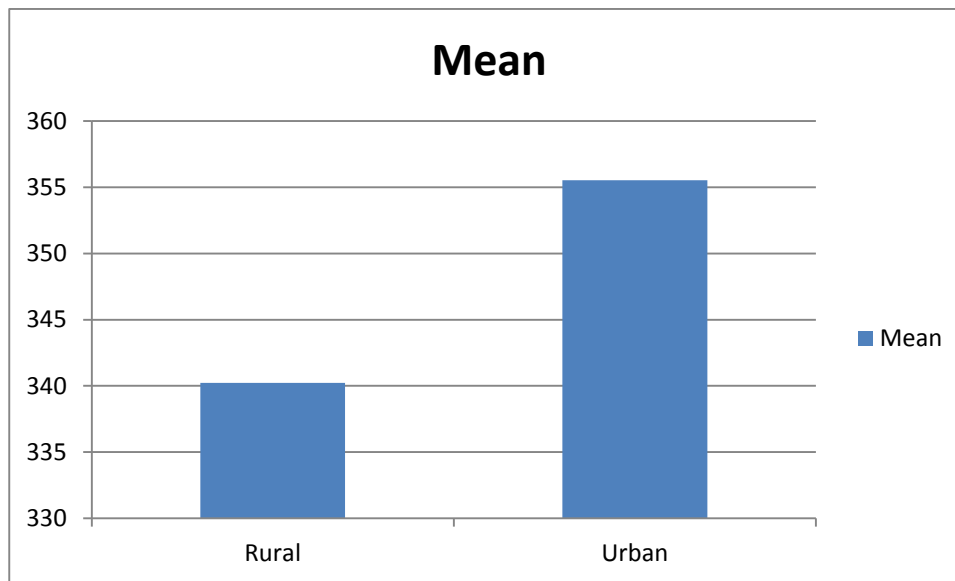


Table 3.4 shows mean score of parental encouragement of rural and urban secondary school students.

The careful scrutiny at the results inserted in Table 3.4 clearly reveal that the mean scores of rural and urban secondary school students came out to be 340.23 and 347.14 respectively. The standard deviation of parental encouragement of secondary school rural and urban was 29.12 and 26.12 respectively Further, the t-value calculated with regard to parental encouragement of secondary school rural and urban was 3.91 The t- value found was statistically significant.

Discussion of Results

The significant t-values in Table 3.4 shows that there was significant difference in the parental encouragement of rural and urban secondary school students. The significant t-value indicates that there exists significant difference in the mean score of parental encouragement of secondary school students situated in rural and urban areas. On comparing the result on mean score it is found that mean score of urban students (355.53) is higher than rural students (340.23) which indicate that urban students have high level of parental encouragement as compared to rural students.

On the basis of the above discussion of results, it can be concluded that secondary school students studying in urban school had higher parental encouragement as compared to those studying in rural schools.

Therefore the hypothesis 4, namely “There exists no significant difference in parental encouragement of rural and urban secondary school students” stands rejected. The probable reasons behind this may be that parents in urban areas are likely to be more educated than their rural counterparts. They are more aware about their role in the life of their children. This may lead the urban students to exhibit more parental encouragement their rural secondary school students.

3.5 Hypothesis 5 states, “There exists no significant relationship between achievement motivation and parental encouragement of secondary school students”.

To explore the relationship in parental encouragement and achievement motivation of the secondary school students V.P Bhargava achievement motivation Test (ACMT) and Dr. Kusum Agarwal parental encouragement Scale (APES) were used to collect information from the subjects. The scores of the parental encouragement scale (APES) and V.P Bhargava achievement motivation test (ACMT) of the subjects were calculated and product movement correlation was applied and the result has been presented in the table 3.5

| Variable | N | DF | r Value | Interpretation |
|------------------------|----------|-----------|----------------|-------------------------|
| Parental encouragement | 200 | 198 | 0.20174 | ** Positive correlation |
| Achievement motivation | | | | |

*Positive correlation at 0.05 level

**Positive correlation 0.01 level

Table 3.5 Relationship between the level of achievement motivation and parental encouragement of the secondary school students.

It is clear from the results inserted in the Table 3.5 that correlation between achievement motivation and parental encouragement i.e r is 0.20174 which is greater than tabulated value (0.181) at 0.01 level of significance. Thus the null hypothesis i.e “There exists no significant relationship between achievement motivation and parental encouragement of secondary school students.” stands rejected. Though r value is statistically significant yet positive correlation is indicative of the fact that both variables go in same direction. This shows parental encouragement is an important factor of achievement motivation.

CHAPTER-4

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

4.1 CONCLUSIONS

In the light of the interpretation of data, the researcher has to use all care and caution in the formulation of conclusions and generalization. The final step of research demands critical and logical thinking in summarizing the finding of the study and comparing them with the hypothesis formulated in the beginning.

Conclusions are as essential as an investigation. They provide a finishing touch and review to the whole work. The present study was conducted to find out the achievement motivation in relation to their parental encouragement. On the basis of analysis and interpretation of data following conclusions have been drawn:

1. The girls students differed significantly from boys students with respect to their achievement motivation. Higher mean scores of girls students indicate that girls students have better achievement motivation than boys students. This may be due to the reason that girls are having strong implicit needs to achieve their set goals and they are having more desires to meet standards of excellence. On the other hand urban students have more achievement motivation as compared to rural students. This may be due to that the urban students are having strong implicit needs to achieve their desired goals.
2. The girls students differed significantly from boys students with respect to their parental encouragement. Higher mean score of girls students indicate that girls students have better parental encouragement than boys students.
3. The rural and urban students differed significantly with respect to their parental encouragement. Higher mean score of urban students indicate that urban students have better parental encouragement than rural students.
4. There exists positive correlation between achievement motivation and parental encouragement of secondary school students. Parental encouragement is an important factor of achievement motivation. When parents encourage their child, the students might be internally motivated. Moreover internal motivation provide fruitful result as compared to external motivation

4.2 LIMITATIONS OF THE STUDY

Research has always some limitations. This is especially in the case of research studies, which involve behavior at the time of data collection. The present study has also some limitations. Such limitations of the study reduce reliability and validity of the study. The investigator considered the following limitations in the present study.

1. Due to the shortage of the investigator delimit his study to 200 secondary school students; the study could have been more useful if the size of the sample would be large.
2. Since the study was conducted on a small sample size, therefore the study findings may suffer from broad generalizations.
3. The time constraint was also a limiting factor in conducting the study.
4. During the data collection there was non-cooperation from students because of exam.
5. Questionnaires were only source of data collection.

4.3 SUGGESTIONS FOR FURTHER RESEARCH

Research is never ending process. Every investigator after completing his research become aware of the area in which future research is needed and naturally feels motivated to indicate the area which may be taken up for research by other investigator. The researcher by the virtue of his experience in the field of study offers the following suggestions for future research that could be undertaken by perspective researchers.

1. The study can be extended to the entire state of Punjab or at the national level.
2. The study may be conducted by using other methodologies, population and settings.
3. The study could be carried out by taking more variables like personality characteristics, Parental involvement, organizational climate, self esteem etc.
4. The study could also be a comparative one between different states.
5. The present study was carried out with a sample of 200 senior secondary school students. It is suggested that future research should be conducted on large sample size for its more appropriate generalization of findings.
6. The study can also be conducted on college and university students.

4.4 RCOMMENDATIONS

The recommendations on the basis of the research are as follows:

1. Parents as well as teachers should encourage their children to have high achievement motivation perform better in the exams.
2. Parents should encourage their children to develop self-confidence which is more important for their achievement motivation.
3. Home environment should not be rigid to pressurize the achievement motivation of children.
4. Secondary school students need frequent workshop and seminars under the guidance of experts to enhance their achievement motivation.
5. Motivational lectures of the experts can be arranged to improve the achievement motivation of secondary school students.
6. It is recommended that educational planner shall plan and organize more programs in secondary school students to improve the achievement motivation.
7. Effects should be made to make parents realize the role of parental encouragement in enhancing achievement motivation of their children.

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