

Impact of Parental Involvement on Achievement Motivation of Adolescents: A Comparative Study of Children of Employed and Unemployed Mothers

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-----ABSTRACT-----

Parental involvement refers to the amount of participation a parent has, in every facet of child's life like education, development etc. Parental involvement seems to reduce absenteeism, improve achievement, grades and social skills of the child. The present study investigated the impact of parental involvement on achievement motivation of adolescents. The sample consisted of 100 children of employed mothers and 100 children of unemployed mothers. The Parental Involvement scale by Chouhan and Arora (2009) and Deo-Mohan Achievement Motivation scale by Deo and Mohan (1985) were administered to the participants. To analyse the data, Karl Pearson's Coefficient of Correlation, and independent samples t-test were used. The obtained $r = 0.14$ ($p < 0.05$) reveals a significant positive correlation between parental involvement and achievement motivation of adolescents. The findings also revealed a significant difference ($t = 1.93$; $p < 0.05$) in parental involvement among children of employed mothers and children of unemployed mothers. However, no significant difference was found in achievement motivation of children of employed mothers and children of unemployed mothers.

Keywords - Parental Involvement, Achievement Motivation, Adolescents, Employed Mothers, Unemployed Mothers.

I. INTRODUCTION

Parents are among the most important people in the lives of young children. The most significant type of involvement is what parents do at home. By monitoring, supporting and advocating, parents can be engaged in ways which ensure that their children have every opportunity for success¹. Parent's engagement has an enormous and positive impact on the child's upbringing.² Parents play a pivotal role as managers of their child, ensure that they reach their full potential and encourage them to achieve a positive overall development. The timely guidance by the parents ensures that their child does not stray from positive societal norms.³

Working and Non-Working Women: A mother is particularly important not because she has special skills but because she is with her children for a much greater time than any other person and her instruction reflects a very strong influence on attitudes, abilities and behaviour of children. Mothers give her children love, affection and care since birth. Mothers have the great responsibility to contribute much for the development of the child in each dimension physical, social, emotional, intellectual etc. Adolescence is one of the important periods of life. It is characterized by innumerable and unique problems. Family, which plays an important role in the personality

development of adolescents, is undergoing structural, emotional and interactional transformations. The contributions of mothers in shaping the personality of their children cannot be ignored. But an unprecedented number of women, especially mothers are entering the labour force either due to economic necessity or in search of identity. This has led to radical shift in the traditional role of mother as a 'care taker' to a 'bread earner' and has altered child rearing goals and practices. Educated employed mothers due to their dual role played by them within the home and outside have little time to take adequate care of their household affairs.⁴

Achievement Motivation: Achievement motivation is defined as the need to perform well or the striving for success and evidenced by persistence and effort in the face of difficulties.⁵ Achievement motivation is regarded as a central human motivation. According to Allan⁶ "Achievement motivation is conceived as a talent disposition, which is manifested in overt striving only if individual perceives performance as instrumental to a sense of personal accomplishment". Individuals high in achievement motivation are at their best when they can maintain a high level of involvement in ensuring the excellence of activities under their co-ordination or control. However they do relatively less well when

required to manage excessive tasks or to function in highly stressful environment.

Underachievement and school disengagement have serious consequences, both at individual and societal levels. Low level of achievement motivation among adolescents prevents them from focusing on their academics and career as well from developing their potentials. Parental involvement enhances achievement motivation in children and grooms them into productive and competent individuals. Therefore, it may be concluded that, the role of parental involvement in achievement motivation of adolescent of working and non-working women is one of the most crucial issue that needs to be investigated intensively and purposefully and hence, it acted as a great motivating force to the investigators to conduct research in this area.

II. LITERATURE REVIEW

Mother is the first teacher of a child. Many studies have reported that mother plays a determinant role in the personality development of the child. Kaur,⁸ found that there is no significant difference in the parental encouragement of the children of working and non-working mothers. Dhall et al⁹ found that children of working and non-working mothers, receiving high cognitive stimulation are found to have better academic performance in comparison to children, receiving moderate and low level of cognitive stimulation. Sridevi and Beena¹⁰ revealed that students whose mothers are employed have achieved better than the students whose mothers are not employed, though students did not differ in level of adjustment.⁴ Sui-Chu and Willms¹¹ examined the effects of four types of parental involvement (parents communicating with school, supervising children at home, participating in school activities and discussing school related matters with their children) on academic achievement among middle school students and found that discussion of school-related activities at home had the strongest relationship with academic achievement.

Spinath et al¹³ in their study stated that Achievement motivation is considered a prerequisite for success, not

III. RESEARCH METHOD

3.1 Sample

Total sample comprised of 200 adolescents (100 of employed mothers and 100 of unemployed mothers), studying in 9th standard. The participants were selected, using purposive sampling method, from various schools situated in North Goa district, Goa.

3.2 Measures used

The Parental Involvement Scale: This scale is developed by Dr.Vijaya Laxmi Chauhan and Mrs. Gunjan Gantra Arora (2009). This is Likert type 5 point scale consisting of 25 items. The minimum score on the scale is 25 and the maximum score is 125.

only in academic, but also in sports- and job related situations. In academic settings, the interest in motivation is partly inspired by the notion that students' motivation, operationalized, as their competency beliefs and value beliefs, could be more malleable than their cognitive ability, and as such could prove to be a potential lead for the educational system for improving learning and achievement processes in students. Nagarathanamma & Rao¹⁴ found no significant difference between boys and girls with regard to achievement motivation level. Adsul et al.¹⁵ investigated the effects of gender, economic background and caste differences on achievement motivation possessed by college students based on societal transformation. Along with other findings male students were found to have a high achievement motivation while female students had a below average level of achievement motivation.

2.1 Objectives

- To determine the relationship between parental involvement and achievement motivation of adolescents.
- To study the difference between employed and unemployed mothers with regard to their involvement with their children.
- To examine the difference between achievement motivation of adolescents of employed and unemployed mothers.

2.2 Hypotheses

Ha1: There will be a significant positive correlation between parental involvement and achievement motivation of adolescents.

Ha2: There will be a significant difference between employed and unemployed mothers' parental involvement with their children.

Ha3: There will be a significant difference in the achievement motivation of children of employed and unemployed mothers.

Deo-Mohan Achievement Motivation scale: This scale was developed by Prof. Pratibha Deo and Dr. Asha Mohan (1985). It is Likert type 5 point scale consisting of 50 items; there are 37 positively keyed and 13 negatively keyed items.

3.3 Procedure

Parental involvement scale and Achievement motivation scale were administered to the participants in small groups, after taking informed consent from them.

3.4 Statistical techniques

To analyze the data descriptive statistics, Karl Pearson's coefficient of correlation, and 't'- test were used .

IV. RESULTS

The study examined the parental involvement of employed and unemployed mothers and its impact on achievement motivation of adolescents.

Table-1: Coefficient of correlation between Achievement Motivation and Parental Involvement

	N	Mean	SD	R
Achievement Motivation	200	130.73	20.24	0.137*
Parental Involvement	200	89.27	10.35	

* Significant at 0.05 level

The results shown in Table-1 suggest that there is a positive correlation between parental involvement and achievement motivation of adolescents. The correlation coefficient $r=0.137$; $p<0.05$ reveals a significant positive relationship between the variables. Hence H_{a1} is accepted.

Table-2: Descriptive statistics and t-value for measures of Parental Involvement of employed and unemployed mothers.

	N	Mean	SD	SEM	t-value
Children of employed mothers	100	87.87	10.21	1.02	1.93*
Children of unemployed mothers	100	90.67	10.35	1.03	

* Significant at 0.05 level

The results shown in Table-2 suggest that there is a significant difference between parental involvement of employed mothers and unemployed mothers with their children. The value $t=1.93$; $p<0.05$ reveals a significant difference between the two groups. It can be also observed that unemployed mothers are more involved with their children than employed mothers. Hence H_{a2} is accepted.

Table-3: Descriptive statistics and t-value for measures of Achievement Motivation of children of employed and unemployed mothers.

	N	Mean	SD	SEM	t-value
Children of employed mothers	100	130.55	19.64	1.96	0.122
Children of unemployed mothers	100	130.90	20.92	2.09	

As far as achievement motivation is concerned, the results shown in Table-3 indicate that there is no significant difference between achievement motivation of employed and unemployed mothers. Hence H_{a3} is rejected.

V. CONCLUSION

Parents are effective role models for their children when they plan and spend quality time with their children, encourage and facilitate their overall growth and development. There are three major areas that are crucial to the parent-adolescent relationship – connection, monitoring and autonomy. Findings of the present study reveal that mothers’ involvement with their children has a

positive impact on their achievement motivation. It is also found that unemployed mothers are more involved with their children than employed mothers. Achievement motivation is prerequisite for successful completion of education and career building. Parents should foster achievement motivation in their children, so that they become competent and productive members of the society.

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