

A Descriptive Study of Self Efficacy and Achievement Motivation of Higher Secondary Students In Relation To Their Parental Environment

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ABSTRACT

This study aimed to study the present status of self efficacy, achievement motivation and parental involvement of higher secondary students, and also to find the relationship between self-efficacy and parental involvement, and between achievement motivation and parental involvement of the students. For this purpose sample of 400 higher secondary students (200 boys and 200 girls) was taken from Meerut district of Uttar Pradesh. For this purpose a stratified random sampling technique was used. The descriptive survey method is used for data collection using the self-efficacy scale by Dr G.P Mathur and Dr Rajkumari Bhatnagar, achievement motivation scale by Prof. Pratibha Deo and Dr. Asha Mohan and parental involvement scale by Dr Vijaya Lakshmi Chauhan and Mrs Gunjan Ganotra Arora. And the findings of the study reported that out of the total frequency 162 students i.e. 40.50% have been found in average level of self efficacy. Out of 400 students 107 students i.e. 26.75% have been found in average level of achievement motivation and out of total frequency 63 students i.e. 15.75% have been found in average level of parental involvement. Result of this study showed that there is a significant relationship between self efficacy and parental involvement and also lies a significant relationship between achievement motivation and parental involvement of students.

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I. INTRODUCTION

The role of parent in educational life is a vital issue. Education is a development process, which takes place in an individual as a result of ones on exposure and interaction with people and other stimuli in the environment. House is the source of the most important components for students from early childhood throughout their later developmental phases. Parents enrich the lives of their children including cultural values, proper social attitude and by means of providing much needed knowledge which contribute to the development of intelligence. Family encourage the child and increase the motivation to learn, and responsible for providing the appropriate conditions. Many of the preceding researches have greatly emphasized the need and importance of parental environment in school level education. There is a strong relationship between learning and motivation. Motivating students to learn in school is a topic of great concern. Student's career is a byproduct of many factors. One of the most important variable is self efficacy. And parents play a vital role in developing self efficacy and achievement motivation in their children.

II. REVIEW OF RELATED STUDIES

Begum (2013) conducted a study to see the relationship between the vocational interest of secondary school students and their achievement motivation. The sample comprised of 100 students (50 boys and 50 girls) from the secondary schools of Aligarh by using random sampling technique. Standardized scale of achievement motivation by doctor Gopal Rao and to examine the vocational interest of the students, vocational interest record by V.P Bansal and Professor D.N Srivastava were used for the collection of data. Mean, standard deviation, t-test and product moment coefficient correlation techniques were used for the analysis of data. And the major objectives of the study were; to find the relationship between achievement motivation and vocational interest of secondary school students; to found the level of achievement motivation of secondary school students; to find out the difference in vocational interest of secondary school students. And the results of the study indicated that there exist significant relationship between achievement motivation and vocational interest of secondary school students. No significant difference was found in achievement motivation of male and female students. And significant difference was found in the vocational interest of male and female secondary school students.

Suhas Yadav (2015) conducted a study to compare the achievement motivation and academic achievement of athletic and non athletic college going student. The sample comprises of 400 (200 athletic students and 200 non athletic students) first year college going students from Aurangabad district. Stratified

random sampling technique was used for the selection of representative sample. The sample was classified in high and low SES, then again athletic (high and low SES) and non athletic (high and low SES) students are classified equal in male and female. Standard Progressive Matrices were used to take average intelligent students for the sample. And the result of previous class was taken to study the academic achievement of students. To assess the achievement motivation of students standardized test by Deo and Mohan has been used. The data was analyzed by using descriptive statistics i.e. mean and standard deviation. The major findings of the study were :- (1) That athletic college students tend to show higher achievement motivation and academic achievement than non athletic students. (2) The athletic college students possessing high SES were having higher achievement motivation and academic achievement than the high SES non athletic students. (3) Athletic students of low SES were having higher achievement motivation and academic achievement than the non athletic students of low SES. (4) Athletic male students were having higher achievement motivation and academic motivation than athletic female students. (5) And also non athletic male students were having higher achievement motivation and academic motivations than non athletic female students. (6) Athletic female students of high SES tend to show higher achievement motivation and academic achievement than non athletics female students of high SES. (7) Athletic male student possessing high SES showed higher achievement motivation and academic achievement than non athletic male students possessing hi SES. (8) Athletic female students of low SES showed higher achievement motivation and academic achievement than non athletic female students of low SES. (9) Athletic male students of low SES having higher achievement motivation and academic achievement than non athletic male students of low SES.

Kumar and Yadav (2015) administered academic achievement motivation scale on senior secondary students of private and government schools for the comparison of their academic achievement motivation. Stratified random sampling technique was used to select 100 students, 50 students from government school (25 girls and 25 boys) and 50 students from private school (25 boys and 25 girls) for representative sample. Standardized scale of academic achievement motivation by TR Sharma was used. Mean, standard deviation and t- test were used for the analysis of the data. And the results of the study revealed that the private school students were having more academic achievement than government school students at senior secondary level. And the girl students of senior secondary level were found to be having more academic achievement motivation than male students.

Rimpy sharma (2016) conducted a study on optimism, resilience, self efficacy and attachment in relation to academic stress in adolescents. The sample of the study comprised of 300 senior secondary school students both male and female from the schools which were affiliated to Central board of secondary education in Jaipur city. And the age group of the students was between 16 to 18 years. Resilience scale by Wagnild, life orientation test revised by Scheier and Carver, General efficacy scale by Schwarzer and Jerusalem, the Inventory of parent and peer attachment by Armden and Greenberg and to measure academic expectation stress of the adolescents academic expectation stress inventory by Ang and Huan were adopted for the data collection. Correlation design of the study was adopted for the purpose of this study. Correlation and regression analysis were used as statistical techniques for the analysis of the data. And the results of the study revealed that there existed a significant negative correlation between academic stress and resilience, between academic stress and optimism, between academic stress and attachment. And there existed a negative but insignificant correlation between academic stress and self-efficacy. And the results of multiple regression analysis showed that optimism contributed maximum in predicting variance in academic stress. On the other hand self efficacy and attachment does not contribute to regression equation.

Susheela (2017) explored the academic achievement and psychological well-being of secondary school students in relation to their emotional intelligence and self efficacy. Representative sample of 500 10th class students (250 male and 250 female) studying in CBSE senior secondary schools of Haryana was selected through random sampling technique. Psychological well being scale by Devendra Singh Sisodia and Pooja Chaudhary, Emotional intelligence scale by Schutle et al and Self efficacy scale by Muris were taken for the collection of data. And to measure the academic achievement, students last year final examination results were taken. Pearson's product moment coefficient of correlation was used for the statistical analysis of collected data. And the results of the study showed that there existed a positive and significant relationship between academic achievement and self-efficacy of 10th grade students. Also there was found a positive and significant relationship between academic achievement and emotional intelligence of 10th grade students. And a positive and significant relationship was found between emotional intelligence and psychological well-being of 10th grade students. There existed a positive and significant relationship between self efficacy and psychological well being of 10th grade students.

Liyakat Bashir and Hilal Bashir (2016) make an attempt to study the parental encouragement among adolescents. The sample was comprised of 200 (hundred rural and hundred urban) adolescents from 8 secondary schools of Pulwama district from Kashmir. Simple random technique was used for the selection of representative sample. Parental encouragement scale by R.R Sharma was used to assess parental encouragement

of the adolescents. And the result indicates that majority of adolescent's falls in average level of parental encouragement. Significant difference was found between rural and urban adolescents on the composite score on parental encouragement. Urban adolescents have higher means score on parental encouragement to their counterparts. And the main reason for this result is that the parents of rural adolescents are having low- socio-economic status and are also illiterate or less educated and mostly their occupation is farming and laboring, therefore they cannot provide enough time and resources for their children.

Manisha Nagpal and Chetan Sinha(2016) conducted research to see effect of parental pressure on the academic achievement of the students with the mediating effect of test anxiety among students. The sample comprised of hundred high school students from two CBSE schools of Bangalore with the help of convenient sampling technique. To measure the parental pressure a subscale of the inventory of parental influence by Campbell, the test attitude inventory by Spielberger for the assessment of test anxiety and scores obtained in the two latest examinations were taken for the academic achievement. It was also to notice that those students who were coming from middle class families (family income ranges 2-5 lakhs per annum) had included in the sample and the students with any kind of mental or behavioral disorder were not included. An Ex- post Facto research design was used by the investigators because no manipulation in variables was done by them. Mediation analysis was adopted for the analysis of data with bootstrapping method.

III. OBJECTIVES OF THE STUDY

1. To study the level of self efficacy of higher secondary students.
2. To study the level of achievement motivation of higher secondary students.
3. To study the level of parental environment of higher secondary students.
4. To study the relationship between parent involvement and self efficacy of higher secondary students.
5. To study the relationship between parental involvement and achievement motivation of higher secondary students.

HYPOTHESIS

1. There exists no significant relationship between parental involvement and self efficacy of Higher Secondary School.
2. There exists no significant relationship between parental involvement and achievement motivation of higher secondary students.

SAMPLE

The investigator had taken the sample of 400 Higher Secondary students (200 male and 200 female) from 8 CBSE schools of Meerut district and stratified random sampling technique was used for the present study.

TOOLS USED

In the present study Dr. (Mrs.) G.P Mathur and Dr. (Mrs.) Rajkumari Bhatnagar's self-efficacy scale has been taken to examine the self efficacy of the students, achievement motivation scale by Prof. Pratibha Deo and Dr. Asha Mohan and to measure the level of parental involvement of Higher Secondary students, parental involvement scale by Dr. Vijaya lakshmi Chauhan and Mrs Gunjan Malhotra Arora was used.

METHOD OF THE STUDY

Normative survey method has been used for the present study to explore the relationship between parental involvement and self efficacy of Higher Secondary students in Meerut District.

STATISTICAL ANALYSIS

To analyse the data of present study, Karl Pearson's coefficient of correlation have been used.

ANALYSIS AND INTERPRETATION OF THE DATA

Analysis means to break down the data in small parts and interpretation means to give meaning to the data. The detailed description of the description of the statistical analysis and interpretation are given below:

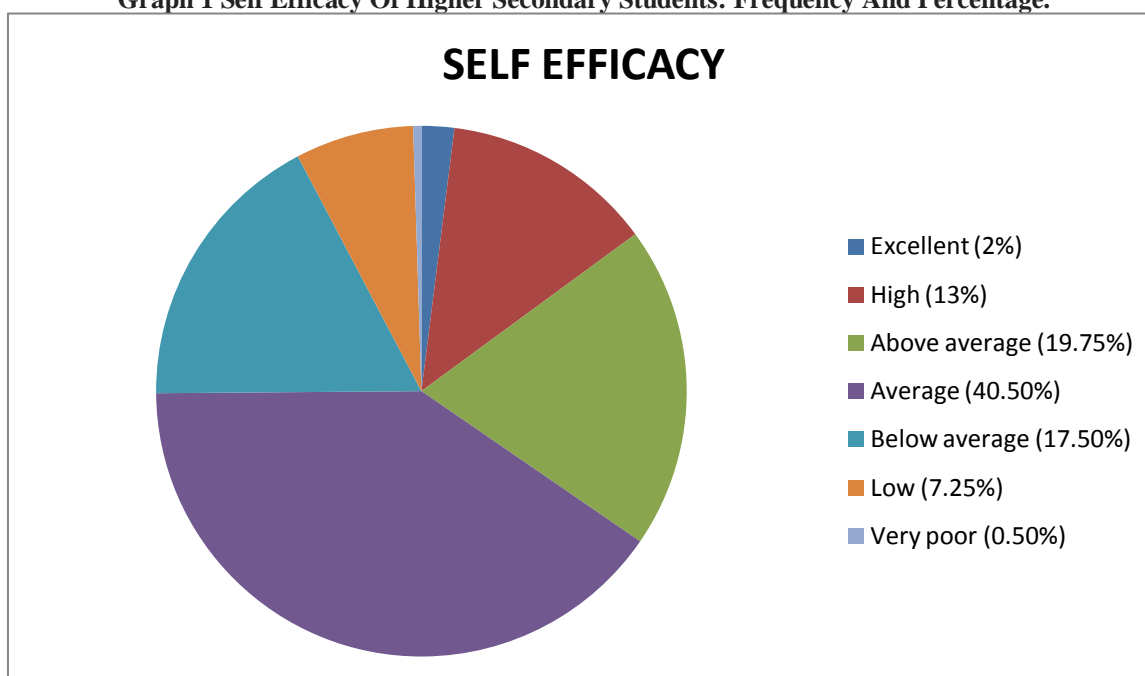
Descriptive Analysis Of Self-Efficacy, Achievement Motivation And Parental Involvement Scores Of The Students.

Self Efficacy Of Higher Secondary Students: Frequency And Percentage

Table 1

Self efficacy level	Frequency	Percentage
Excellent (above 91)	8	2%
High (84 to 90)	52	13%
Above average (77 to 83)	79	19.75%
Average (67 to 76)	162	40.5%
Below average (60 to 66)	70	17.5%
Low (53 to 59)	29	7.25%
Very poor (47 to 52)	2	0.5%
Total	400	100%

Graph 1 Self Efficacy Of Higher Secondary Students: Frequency And Percentage.



Interpretation

Table 1 interprets the percentage of excellent, high, above average, average, below average, low, very poor level of self efficacy of higher secondary students. Out of total 400 students 8 students i.e. 2% have been found in excellent level of self efficacy who scored above 91 score. Out of total frequency 52 students i.e. 13% are found in high level of self efficacy who scored 84 to 90 points. Out of total frequency 79 students i.e. 19.75% have been found in above average level of self efficacy who scored 77 to 83 points. Out of the total frequency 162 students i.e. 40.50% have been found in average level of self efficacy who scored 67 to 76 points. Out of total frequency 70 students i.e. 17.50% have been found in below average level of self efficacy who scored 60 to 66 points. Out of total frequency 27 students i.e. 7.25% have been found in low level of self efficacy who scored 53 to 59 points. And the table also shows that remaining 2 students i.e. 0.50% have been found in very poor level of self efficacy who scored 47 to 52 points.

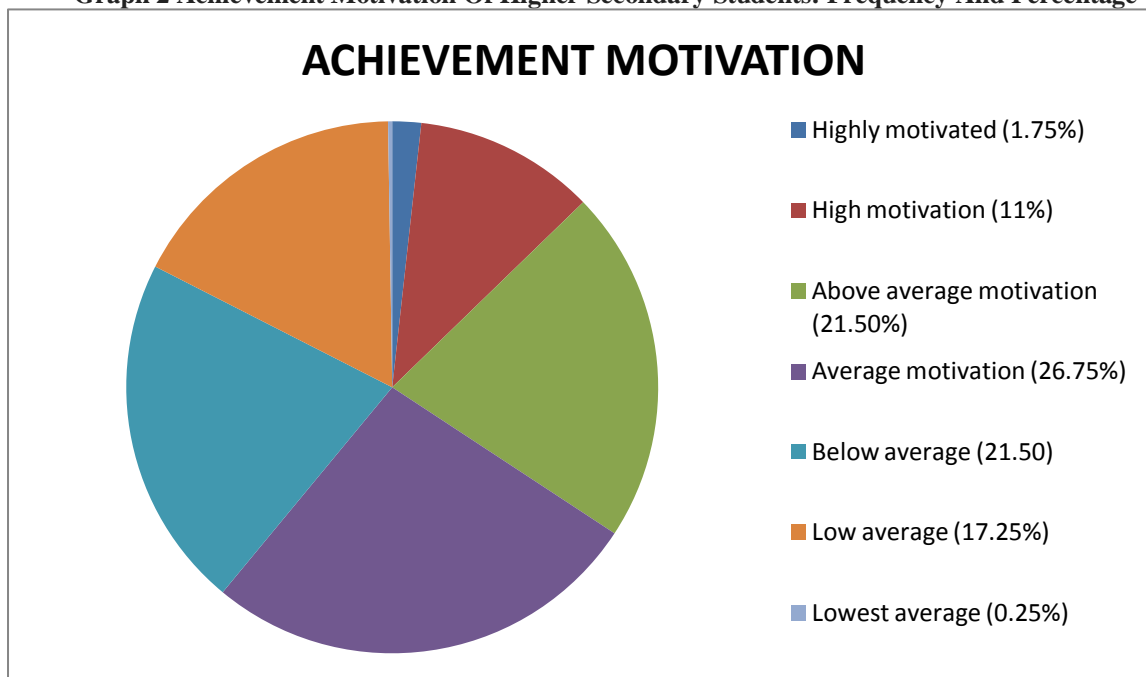
Achievement Motivation of Higher Secondary Students: Frequency And Percentage

Table 2

Achievement motivation level	Frequency	Percentage
Highly motivated (192 to 200)	7	1.75%
High motivation (176 to 191)	44	11%
Above average motivation (161 to 175)	86	21.50%
Average motivation (141 to 160)	107	26.75%
Below average (125 to 140)	86	21.50%

Low average (110 to 124)	69	17.25%
Lowest average (101 to 109)	1	0.25%
Total	400	100%

Graph 2 Achievement Motivation Of Higher Secondary Students: Frequency And Percentage



Interpretation

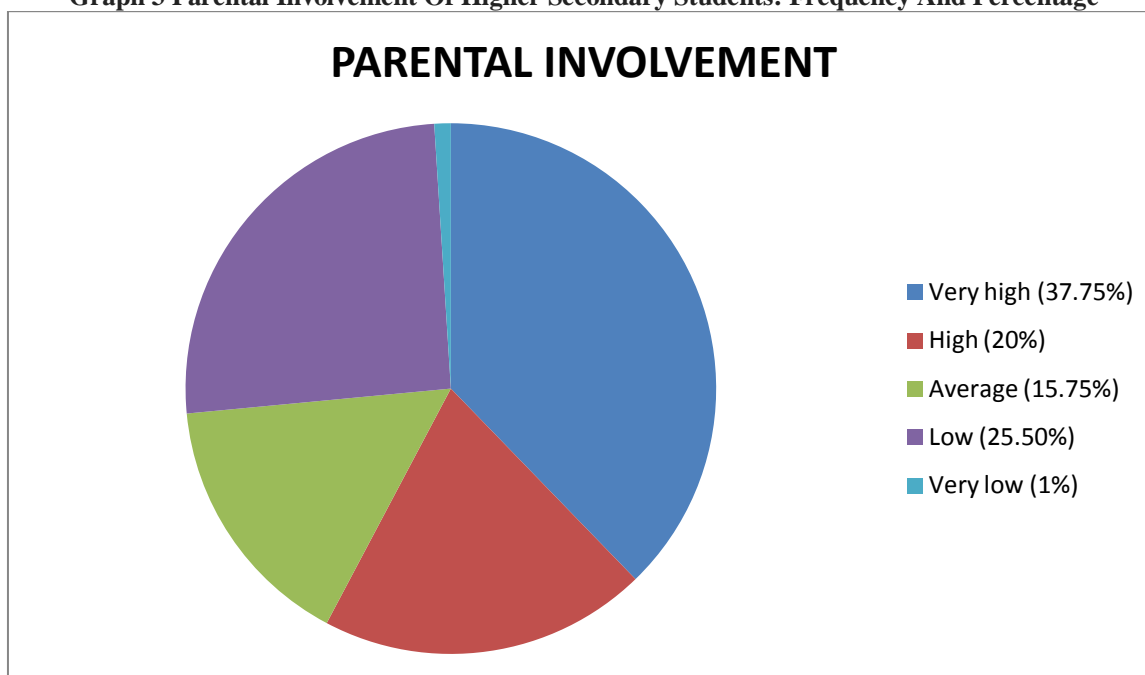
Table 2 interprets the percentage of adolescents of highly motivated, high motivation, above average motivation, average motivation, below average motivation, low motivation and lowest motivated level of achievement motivation of 400 higher secondary school students. It can be inferred from the above table that 7 students i.e. 1.75% have highly motivated level of achievement motivation who scored 192 to 200 point. And 44 students i.e. 11% have high motivation level of achievement motivation who scored 176 to 191 points. And 86 students i.e. 21.50% have above average motivation level of achievement motivation who scored 161 to 175 points. And 107 students i.e. 26.75% have average motivation level of achievement motivation who scored 141 to 160 points. And 86 students i.e. 21.50% have below average motivation level of achievement motivation who scored 125 to 140 points. The table also shows that out of 400 students 69 i.e. 17.25 % have low level of achievement motivation who scored 110 to 124 points. And 1 students i.e. 0.25% have lowest level of achievement motivation who scored 101 to 109 points.

Parental Involvement of Higher Secondary Students: Frequency And Percentage

Table 3

Parental involvement level	Frequency	Percentage
Very high (96 to 125)	151	37.75%
High (89 to 95)	80	20%
Average (85 to 88)	63	15.75%
Low (76 to 84)	102	25.5%
Very low (25 to 75)	4	1%
Total	400	100%

Graph 3 Parental Involvement Of Higher Secondary Students: Frequency And Percentage



Interpretation

Table 3 interpret the percentage of adolescents who scored very high, high, average, low and very low level of parental involvement. It can be inferred that out of total 400 adolescents 151 i.e. 37.75% are found in very high level of parental involvement who scored above 96 points. Out of 400 students 80 students i.e. 20% are found in high level of parental involvement who scored 89 to 95 points. And out of total frequency 63 adolescents i.e. 15.75% are having average level of parental involvement who scored 85 to 88 points. Out of 400 students 102 i.e. 25.5% are found in low level of parental involvement who scored 76 to 84 points. And remaining 4 students i.e. 1% is found in very low level of parental involvement who scored below 75 points.

Hypotheses

There is no significant relationship between parental involvement and self efficacy of higher secondary school students.

Coefficient Of Correlation Between Parental Involvement And Self Efficacy Of Higher Secondary School Students

N=400

Table 4

VARIABLE	COEFFICIENT OF CORRELATION	INTERPRETATION
Parental involvement	+ 0.59	Significant at 0.01 level
Self efficacy		

Interpretation

When N=400 (with degree of freedom N=398) the minimum value of r should be 0.128 and 0.098 to gain significant at 0.01 and 0.05 level of significance respectively. Table 4.10 shows that the coefficient of correlation between parental involvement and self efficacy of higher secondary school students is + 0.59 which is significant at 0.01 level of significance and marks as moderate positive correlation between parental involvement and self efficacy of high school students. Thus the null hypothesis stating that "there is no significant relationship between parental involvement and self efficacy of higher secondary school students", is rejected and it can be framed as there is a significant positive correlation between parental involvement and self efficacy of higher secondary students.

Hypotheses

There is no significant relationship between parental involvement and achievement motivation of higher secondary school students.

Coefficient Of Correlation Between Parental Involvement And Achievement Motivation Of Higher Secondary School Students.

N=200

Table 5

VARIABLE	COEFFICIENT OF CORRELATION	INTERPRETATION
Parental involvement	+ 0.62	Significant at 0.01 level
Achievement motivation		

Interpretation

When N=400 (with the degree of freedom N=398) the minimum value of r should be 0.128 and 0.098 to gain significant at 0.01 and 0.05 level of significance respectively. Table 4.15 shows that the coefficient of correlation between parental involvement and achievement motivation of higher secondary school students is + 0.62 which is significant at 0.01 level of significance and marked as positive correlation. So the null hypothesis stating that "there is no significant relationship between parental involvement and achievement motivation of higher secondary school students", is rejected and it can be reframed as there is a significant positive correlation between parental involvement and achievement motivation of higher secondary adolescents.

IV. CONCLUSION

The conclusion can be drawn that the parental involvement and achievement motivation of Higher Secondary Students are significantly and positively correlated with each other. Parent encourages and motivates their children to learn and achieve and also provide appropriate conditions.

The conclusion can be drawn that if the parental involvement of the students is increases, their self-efficacy also increases. And self-efficacy contributes to psychological well being as well as to performance accomplishments. The interaction and co-operation of the parents can help to develop self efficacy in students.

IMPLICATIONS OF THE STUDY

This study will be helpful for the parents to examine the aspects in which they lack attention like encouragement and motivation which they should provide to their children in order to enhance achievement motivation. And for the origin and development of the achievement motive parents should be aware to start their sibling's independent training at early age within a cooperative, encouraging and less authoritarian family environment. Parents should guide and motivate their children in the proper way so that they can achieve more and more in their life and can develop as an active and useful personality for the society. The motivation given by parents exerts significant influence on the interests, aspiration and achievement of the children. Parental responsiveness can significantly promote self efficacy believes in children. Parents should develop the personality of the children by providing them healthy emotional and social environment, and this in turn develops a strong sense of self efficacy in them. In order to increase the level of self efficacy in children, parents should praise them on completing a given task. They should interact with children on a daily basis about their homework, about their peer group, about their teachers. They can develop the self belief in their children's mind that they are able enough to do the things. The knowledge of this fact will enhance children's self-efficacy level, which will prove to be most influential in their success.

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