



# EXPLORING THE IMPACT OF PARENTAL MOTIVATION ON ACADEMIC PERFORMANCE AND ASPIRATIONS OF HIGHER SECONDARY SCHOOL STUDENTS: A QUANTITATIVE ANALYSIS

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## Abstract

This paper attempts to explore the parental motivation of higher secondary school students. The survey method was adopted, and the tool used was Dhibu Netto's (2005) Student's Parental Motivation Scale (SPMS). Face validity and reliability were determined using the test-retest method. The population of the study was higher secondary school students in Tirunelveli district. The tool consisted of 50 items related to student parental motivation with only positive statements. The response to each statement was always, frequently, sometimes, occasionally, or not at all. The study found a significant positive relationship between the locality of the students and the type of school and the statistical technique ANOVA has been used.

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## Introduction

Any action by humans requires motivation. A motivated person performs his activities properly. We need motivation for our learning, making it the central factor in the learning process. It sparks the interest of individuals to learn. Motivation in the classroom affects learning and student behavior. In order to make learning meaningful, it is essential to motivate students before they are taught anything. A strong interest should be aroused and whole hearted attention to the extent of concentration should be secured. Intrinsic motivation refers to a force within the individual and works from within the individual. Intrinsic motivation occurs when an activity carries its own reward, and the individual takes genuine interest in performing the activity due to internal motives and goals. Examples of this include playing cricket, reciting poetry, painting pictures, and writing novels. Extrinsic motivation refers to environmental energizers, such as money, food, and recognition, which guide behavior in order to attain a goal. Working for a better grade and doing homework out of fear of punishment are examples of activities that are extrinsically motivated. Usually, extrinsic motivation is provided by incentives, and thus it is also referred to as incentive motivation. Examples of extrinsic motivation include praise, blame, rewards, punishments, marks, etc. Motivated students can rightly take credit for their own achievements, but most of them also owe a debt to their parents. As parents, they have a great role to play in motivating their children to do their best in school and in their holistic learning pedagogy.

## Parental Motivation

Parents always want the best for their child and strive to give them a better life than they had. While they provide as many resources as possible, this can sometimes be detrimental to the child's development and learning. Parental motivation is the inspiration or extra boost given by parents to their children for their active involvement in academic life. It plays an important role in the development of children's lives and enables them to face the future challenges of life. It involves a deep understanding of the developmental process, learning temperaments, intelligent personality patterns, interpersonal actions, and socialization. Not all learning takes place in school; some happens at home. To ensure that students are motivated to learn at home, educators must involve parents as well. Individuals who have set goals are highly motivated, as they know what they want and work towards achieving them. For

most teenagers, they do not yet know what they want to be; they are exploring and trying to find their values, beliefs, and future paths. They are usually driven by the sheer joy of participating in something they love now, and do not consider long-term goals. Parents should talk to teens about things they enjoy right now and guide them to discover what they believe about life and set up appropriate goals that align with their passions. Sometimes a child can get overwhelmed by a large task and give up before even beginning. To help the child, separate the task into a series of smaller tasks. Make each small task a goal and try to set an age-appropriate reward for that goal. Parental motivation is an essential element in a child's development, along with the support of teachers.

## Significance of the study

When children start school, most have few problems keeping up with the work, as they learn quickly and learn to manage their time effectively. However, when they become teenagers, they face more challenging tasks. When children start their schooling, most of them have few problems keeping up with school work, as they learn quickly and learn to manage their time in order to get work done. However, once they become teenagers, they face more challenging tasks and Teenagers may feel overwhelmed by the work they need to complete and not know how to set aside time to complete their tasks. Teaching teenagers how to create and use a time-management schedule is helpful for their success. After all, children are natural learners. Motivating children to do their best and be the best they can be is the key to success. Parents should learn different ways to motivate children and foster a supportive environment, giving them the opportunity to explore and gain their own experiences. As a teacher educator, I have personally studied the parental motivation given to higher secondary school students.

## Operational definitions of the key terms

### Parental Motivation

By the term, "parental motivation" we mean the participation of parents in a wide range of school and home-based activities in order to improve their children's education.

### Higher Secondary School Students

By the term, higher secondary school students means that the students those who are studying in XI & XII standard in matriculation and state board schools.

### Objectives

To determine if there is a significant difference among government, aided, and unaided higher secondary school students in terms of parental motivation.

To determine if there is a significant difference in parental motivation among boys, girls, and co-ed higher secondary school students.

### Hypothesis

1. There is no significant difference among government, aided and unaided higher secondary school students in their parental motivation.
2. There is no significant difference between boys, girls, and co-education higher secondary school students in terms of parental motivation.

### Methodology

This study used the survey method and adopted Dhibu Netto's (2005) Student's Parental Motiva-

tion Scale (SPMS) as the tool. Content validity was established through face validity, and reliability was concluded through the test-retest method. The population of this study was high school students in the Tirunelveli district. The tool contained fifty items related to student and parental motivation. It measures students' organization of time, interest in studies, interaction with parents, teachers, and peers, parental motivation, and interests outside of studies. The tool consisted of only positive statements, with responses of "Always," "Frequently," "Sometimes," "Occasionally," and "Not at all." The statistical technique used was Analysis of Variance (ANOVA).

### Null hypothesis 1

There is no significant difference between government, aided, and unaided higher secondary school students in terms of parental motivation.

**Table 1** Significant Difference Among Government, Aided, Un-Aided Higher Secondary Students In Their Parental Motivation

Source of variation	Degrees of freedom	Sum of squares	Mean square variance	Calculated 'f' value	Remark at 5 % level
Between	2,297	16076.00	8038.00	8.85	S
Within		269851.00	908.59		

(At 5 % level of significance, the table value for (2, 297) df is 3.03)

Since the calculated 'f' value (8.85) is greater than the table value for (2,297), the null hypothesis is rejected. Therefore, there is a significant difference among government, aided, and unaided higher secondary students in terms of parental motivation.

### Null Hypothesis 2

There is no significant difference among boys', girls', and co-education higher secondary students in terms of parental motivation.

**Table 2** Significant Difference Among Boy's, Girl's, Co-Education Higher Secondary Students In Their Parental Motivation

Source of variation	Degrees of freedom	Sum of squares	Mean square variance	Calculated 'f' value	Remark at 5 % level
Between	2,297	15132.00	7566.00	8.30	S
Within		270795.00	911.77		

(At 5 % level of significance, the table value for (2, 297) df is 3.03)

Since the calculated 'f' value (8.30) is greater than the table value for (2,297), the null hypothesis is rejected. Therefore, there is a significant difference among boys, girls, and co-education higher secondary students in their parental motivation.

### Findings

1. There is a significant difference in parental motivation among government, aided, and unaided higher secondary school students; aided

school students are better than those in government and private higher secondary schools.

2. There is a significant difference between the parental motivation of boys, girls, and co-education higher secondary school students. Co-education school students perform better than boys and girls in higher secondary school.

### Interpretations

Aided school students tend to perform better than those from government and private higher

secondary schools. This may be due to the differences in the teaching-learning process and various co-curricular activities in the school. In aided schools, the teachers are highly concerned with their students' achievements, and the parents of aided school students provide more motivation for their children to focus on their studies.

Co-educational school students are better than those from boys' and girls' higher secondary schools, likely due to the fact that both boys and girls now understand the importance of education. The parents want their children to achieve more in life. They know that in this competitive world, nothing is possible without education. Most co-educational schools provide more activities to involve their children in education and build a rapport with their parents.

### **Recommendations**

1. Parents must be able to identify their children's talents and provide them with inspiration and guidance that is beneficial for them.
2. Parents should also be made aware of the methods of providing rewards and encouragement that will enhance the student's academic performance.
3. The child should be given enough freedom to express himself at home; this allows the child to freely share his problems with his parents.
4. Parent Teacher Association, Alumni Association meetings, and guidance and counseling programs are to be conducted to initiate a good rapport among teachers, students, and parents.

### **5. Conclusion**

The marks, scores, and grades obtained in the 11th and 12th standards will decide a student's future, so the pressure is increasing from all sides on the children. The students are under a lot of emotional stress due to their adolescent period and unrealistic expectations of pleasure. The parents are the primary well-wishers for the children to excel in their academic and vocational performance. The motivation of parents will bring out marvelous changes in children, and this process is also scaffolded by teachers and society.

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