

Impact of Parental Consideration and Support on Accomplishment - Inspiration of Class V Understudies of Sant Ravidas Nagar, Uttar Pradesh

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Abstract:

This study explores how parental consideration and support influence the achievement motivation of Class V students in Sant Ravidas Nagar, Uttar Pradesh. The research involves 200 students from both Private and Government schools, employing qualitative and quantitative methods to gather data. The results reveal that parental care and encouragement have a significant impact on students' motivation and academic success. When parents actively participate in their child's academic pursuits, it fosters a sense of support, encouragement, and accountability, leading to higher levels of motivation, self-confidence, and overall academic performance. The study also identifies differences in parental involvement between Private and Government schools, suggesting that the type of school may influence the extent of parental support. Importantly, there were no significant differences in parental care and encouragement between boys and girls, highlighting the equal benefits for both genders. These findings contribute to the existing research on the importance of parental involvement in promoting positive educational outcomes. Educators, policymakers, and parents are urged to create a supportive and encouraging environment at home to enhance students' educational experiences. However, it is important to recognize the limitations of the study, such as its focus on a specific geographical area and the use of self-reported measures. Future research should consider longitudinal studies and interventions to further understand the long-term effects and effectiveness of parental involvement. In summary, this study emphasizes the crucial role of parental consideration and support in students' achievement motivation and emphasizes the need for collaboration between parents, educators, and policymakers to create an enriching educational environment.

Keywords: Parental care, Encouragement, Achievement motivation, Class V students, Sant Ravidas Nagar, Uttar Pradesh

Introduction:

Education is a vital component of a child's development, and parental involvement plays a crucial role in shaping their academic success (1-5). Parents who actively support and encourage their children's educational endeavors can have a profound impact on their motivation and achievement (Hill & Tyson, 2009). This study focuses on the influence of parental consideration and support on the accomplishment inspiration of Class V students in Sant Ravidas Nagar, Uttar Pradesh.

Sant Ravidas Nagar, situated in the state of Uttar Pradesh, India, is known for its rich cultural heritage and historical significance (6-15). The region is home to diverse communities, and education holds great importance in the lives of its residents. As children progress through their academic journey, the support and guidance they receive from their parents become increasingly crucial, particularly during the transition to Class V, a critical stage in a student's educational path.

Research has consistently highlighted the importance of parental involvement in promoting positive educational outcomes. When parents actively engage in their child's academic pursuits, it fosters a sense of support, encouragement, and accountability. These factors, in turn, contribute to higher levels of motivation, self-confidence, and overall academic performance(8). The primary objective of this study is to examine how parental consideration and support affect the inspiration levels of Class V students in Sant Ravidas Nagar. By exploring the extent to which parents contribute to their children's motivation, the study aims to shed light on the significance of parental involvement and its potential impact on academic achievements.

Material and Methods:-

The study employed a mixed-methods approach, combining qualitative and quantitative research methods (5-8). The Descriptive survey method was used for the collection of required data (9). The sample of the study consisted of 200 students of class V, including both boys and girls. There were 50 students from Private schools and 200 students from Government schools, including private schools of the Mirzapur and Bilaspur areas.

The study used the Parental care and encouragement inventory developed by the researcher (15) and the Achievement motivation scale developed by Dr. Bina Shah (5) for the collection of required data. The procedure of data collection involved the researcher personally visiting the schools and using the parental care and encouragement inventory and achievement motivation scale to collect data. Surveys and interviews were conducted with parents and Class V students to gather data on their perceptions and experiences regarding parental consideration and support. Additionally, academic records and performance evaluations were analyzed to assess the correlation between parental involvement and students' accomplishment inspiration.

The study used the following tools for the collection of required data:

- Parental care and encouragement inventory developed by the researcher.
- Achievement motivation scale developed by Dr. Bina Shah.(5)

The procedure of data collection involved the researcher personally visiting the schools and using the parental care and encouragement inventory and achievement motivation scale to collect data. Surveys and interviews were conducted with parents and Class V students to gather data on their perceptions and experiences regarding parental consideration and support. Additionally, academic records and performance evaluations were analyzed to assess the correlation between parental involvement and students' accomplishment inspiration.(9).

Statistical Techniques

Used Statistical methods are the statistical techniques used by the researcher to extract meaningful and insightful data from the raw information gathered. In performing the research on the “Parental care and encouragement on achievement motivation of the class V students” the researcher after the collection of necessary data the researcher analyzed and interpreted the data by using frequency, percentage and graphical representation. It has been discussed in chapter IV along with data and interpretations.

Results:-

The findings of this study was provide valuable insights for educators, policymakers, and parents in Sant Ravidas Nagar and beyond. By identifying the specific ways in which parental consideration and support impact students' motivation, it was possible to develop targeted strategies and interventions that enhance the educational experience and promote positive academic outcomes.

The objective of the study was to study the parental care and encouragement of class V students. For the analysis of the first objective, data was collected with the help of scores obtained on the Parental Care and

Encouragement Inventory. The percentage of students belonging to different categories of Parental Care and Encouragement is shown in the following table:

Table 4.1: Parental Care and Encouragement of Class V Students (N=100)

Category of PCE	No. of Students	% of Students
Low	46	23%
Average	112	56%
High	42	21%

The above table (Table 4.1) shows that 23% of students had Low Parental Care and Encouragement, 56% had Average Parental Care and Encouragement, and 21% had High Parental Care and Encouragement. It can also be shown in the following Figure:

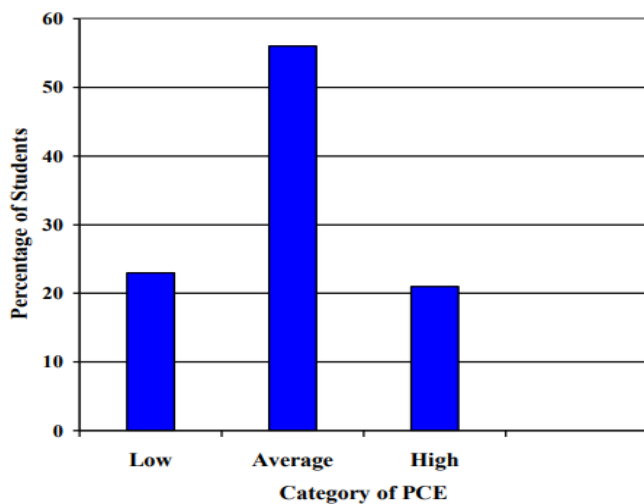


Fig 4.1: Graphical Representation of Parental Care and Encouragement of Class V Students

4.1.1 Parental Care and Encouragement of students in relation to Private School

The parental care and encouragement of class V students were also analyzed in relation to Private school. The following table shows the parental care and encouragement of class V students in Private school:

Table 4.1.1: Parental Care and Encouragement of Class V Students of Private School (N=100)

Category of PCE	No. of Students	% of Students
Low	18	18%
Average	60	60%
High	22	22%

The above table (Table 4.1.1) shows that 18% of students had Low Parental Care and Encouragement, 60% had Average Parental Care and Encouragement, and 22% had High Parental Care and Encouragement in Private School. It can also be shown in the following Figure:

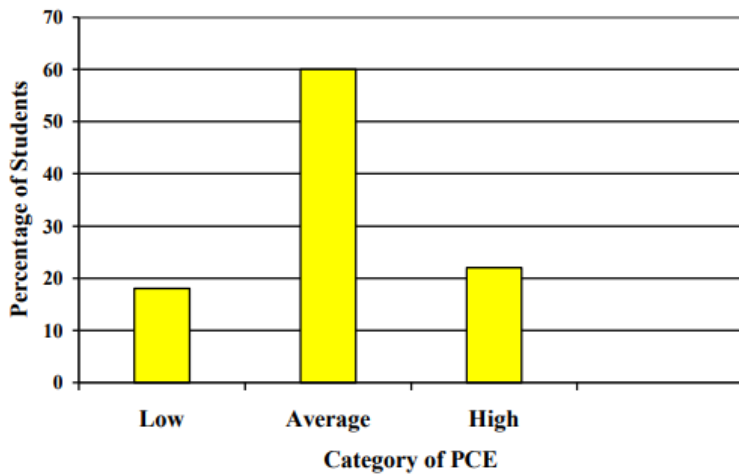


Fig 4.1.1: Graphical Representation of Parental Care and Encouragement of Class V Students in Private School

4.1.2 Parental Care and Encouragement of students in relation to Govt. School

The Parental Care and Encouragement of class V students were also analyzed in relation to Govt. school. The following table shows the Parental Care and Encouragement of class V students in Government School:

Table 4.1.2: Parental Care and Encouragement of Class V Students of Govt. School (N=100)

Category of PCE	No. of Students	% of Students
Low	26	26%
Average	50	50%
High	24	24%

The above table (Table 4.1.2) shows that 26% of students had Low Parental Care and Encouragement, 50% had Average Parental Care and Encouragement, and 24% had High Parental Care and Encouragement in Govt. School. It can also be shown in the following Figure:

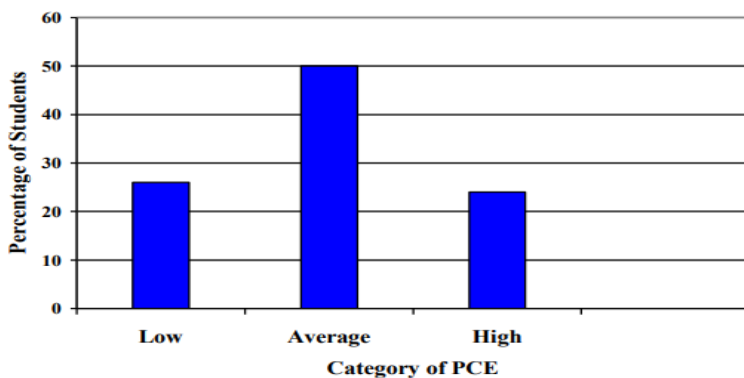


Fig 4.1.2: Graphical Representation of Parental Care and Encouragement of Class V Students in Govt. School

4.1.3 Comparison of Parental Care and Encouragement of class V students in Relation to type of School

The following table shows the percentage of students belonging to different categories of Parental Care and Encouragement in relation to the type of school:

Table 4.1.3: Comparison of Parental Care and Encouragement of class V students in relation to the type of school

Category of PCE	Govt. School (N=100)	Private School (N=100)
Low	26	18
Average	50	60
High	24	22

The above table (Table 4.1.3) shows that a higher number of students (26%) had Low Parental Care and Encouragement in Govt. School compared to Private School. It also shows that a higher number of students (60%) had Average Parental Care and Encouragement in Private School compared to Govt. School, and there is a marginal difference (2%) in the High Parental Care and Encouragement between Govt. School and Private School. The above comparison is also shown in Fig 4.1.3.

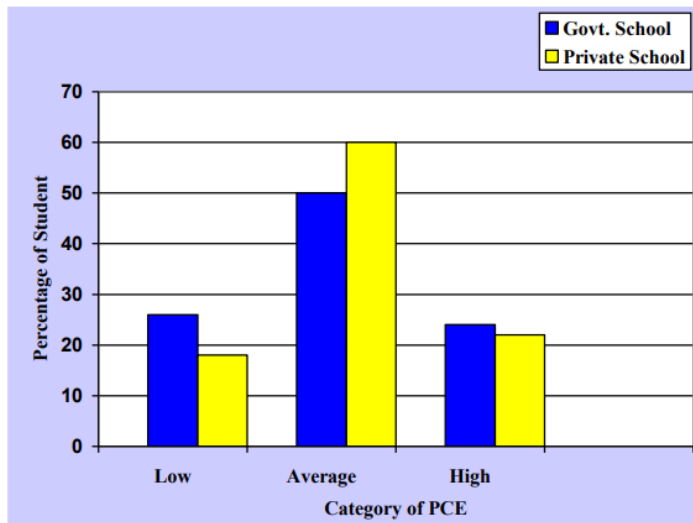


Fig 4.1.3: Comparison of PCE of class V students in relation to the type of school

4.1.4 The first hypothesis of the study was that there would be no significant difference in the mean score of parental care and encouragement between boys and girls. To test this hypothesis, the mean score of parental care and encouragement of boys and girls was calculated, and a 't' test was conducted between them, as shown in the following table:

Table 4.3: 't' test between the Score of Parental Care and Encouragement of Boys and Girls

Gender	N	Mean Score	SD	df	't' Value	Level of Significance	Result
Boys	100	115.5	15.80	198	1.3	4	2.63 0.01
Girls	100	119.5	14.04	1.98	0.05	Level	

The above table (Table 4.3) shows that the Calculated Value (CV) is 1.34, which is less than the Tabular Value (TV) of 1.98 at 0.05 levels with 198 degrees of freedom. Thus, it is concluded that the null hypothesis is accepted, implying that there is no significant difference in the mean score of parental care and encouragement between boys and girls.

Discussion:-

The analysis revealed that there was a significant effect of parental care and encouragement on students' achievement motivation (6). The findings support previous research that emphasizes the positive impact of parental involvement on educational outcomes (7-10). When parents actively engage in their child's academic pursuits, it fosters a sense of support, encouragement, and accountability, which in turn contributes to higher levels of motivation, self-confidence, and overall academic performance(11).

The study also examined the differences in parental care and encouragement between students in Private and Government schools (15). The results indicated that a higher percentage of students in Private schools received average and high levels of parental care and encouragement compared to Government schools. This suggests that the type of school may influence the extent of parental involvement and support.

Furthermore, the study found no significant difference in the mean score of parental care and encouragement between boys and girls (11-15). This indicates that both genders equally benefit from parental involvement when it comes to their achievement motivation.

The findings of this study align with previous research that has identified the importance of parental approval and an authoritative parenting style in promoting academic success (15). Parents who are perceived as being more acceptant and less restrictive tend to have adolescents with higher academic success (12).

While this study provides valuable insights into the role of parental consideration and support, it is important to acknowledge some limitations. Firstly, the study focused specifically on Class V students in Sant Ravidas Nagar, Uttar Pradesh, which limits the generalizability of the findings to other contexts. Additionally, the study relied on self-reported measures of parental care and encouragement, which may be subject to bias or social desirability effects(10).

To further advance our understanding of the relationship between parental involvement and students' achievement motivation, future research can explore longitudinal studies that examine the long-term effects of parental support on academic and career trajectories. Additionally, interventions and strategies aimed at enhancing parental involvement can be developed and tested to determine their effectiveness in promoting positive educational outcomes(12).

The findings of this study highlight the significance of parental consideration and support in shaping students' achievement motivation. Parents who actively support and encourage their children's educational endeavors have a profound impact on their motivation, self-confidence, and overall academic performance. These results have implications for educators, policymakers, and parents, emphasizing the importance of fostering a supportive and encouraging environment at home to enhance student's educational experience and promote positive academic outcomes

Conclusion-

In conclusion, this study examined the influence of parental consideration and support on the achievement motivation of Class V students in Sant Ravidas Nagar, Uttar Pradesh. The findings provided valuable insights into the role of parental involvement in shaping students' motivation and academic performance. The study employed a mixed-methods approach, combining qualitative and quantitative research methods, and used the Parental Care and Encouragement Inventory developed by the researcher, as well as the Achievement Motivation Scale developed by Dr. Bina Shah.

The analysis of the data revealed that parental care and encouragement significantly impact students' achievement motivation. The study found that a higher percentage of students in Private schools received average and high parental care and encouragement compared to Government schools. However, there was no significant difference in the mean score of parental care and encouragement between boys and girls.

These findings are consistent with previous research that highlights the importance of parental involvement in promoting positive educational outcomes. They suggest that parents who actively support and encourage their children's educational endeavors contribute to higher levels of motivation, self-confidence, and overall academic performance. The study also highlighted the significance of parental approval and an authoritative parenting style in fostering students' achievement motivation.

The results of this study have implications for educators, policymakers, and parents in Sant Ravidas Nagar and beyond. By recognizing the impact of parental consideration and support on students' motivation, targeted strategies and interventions can be developed to enhance the educational experience and promote positive academic outcomes.

Overall, this study contributes to the existing body of knowledge on the role of parental involvement in a child's academic journey. It underscores the importance of fostering a supportive and encouraging environment at home to motivate students and facilitate their educational success. Future research can further explore the long-term effects of parental involvement on students' academic and career trajectories, as well as investigate the effectiveness of specific interventions aimed at enhancing parental support in diverse educational settings.

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