

## EFFECTS OF MOTIVATION AND PARENTAL INFLUENCE ON THE EDUCATIONAL ATTAINMENTS OF STUDENTS AT SECONDARY LEVEL

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### ABSTRACT

*Optimization of extrusion conditions is critical to the production of polyethylene films with good This research work was focused on “the effect of motivation and parental influence on the educational attainments of students at secondary level”. A sample of 400 secondary school students from eight different schools was taken. A 20 items questionnaire was used to measure student’s level of motivation and parental influence. To analyze the results simple correlation was used. Correlation between parental influence and academic achievement was high and correlation between motivation and academic achievement was moderate.*

**Keywords:** Effect, Motivation, Parental influence, Educational attainments

### INTRODUCTION

At secondary school level students need maximum guidance, motivation and supervision to enhance their performance and to compete with their peers. Parent influence has strong effect on the educational attainments of students. In Pakistan some parents participate in the educational activities of their children, in this way they can remove near about all the deficiencies of their children. Parent participation is highly correlated with the educational attainments of children. The parental influence has strong effect on educational attainments of the students and helps shape their further improvement.

High motivation and engagement in learning have consistently been linked to reduced dropout rate and increased level of student success. Development of academic intrinsic motivation because of its inherent important for future motivation as well as for student’s effective school functioning. Educational attainment is accomplished by the actual exclusion of class work in the school setting. It is a typically assessed by the use of teacher ratings, tests and exams.

Lytton (1971) if we want our students performs better than it needs to encourage, appreciate and motivate them. Provide readiness, encouragement and aware them about their role and participate in whole learning process. The importance of their fundamental part in education should be realized by the teacher, and this can be done if a teacher knows the ways of motivation. In teaching learning process respect and weight of their opinion would be realized by them. Encourage them to share their whole educational problems and provide them instant solutions in order to give them intellectual relief. At secondary school level teacher should work as a motivator and all the educational activities of the students should be appreciate and encouraged. Motivation enhances the learning and promotes positive thinking and attitude towards learning.

Higbee (1996) in the process of learning motivation play a very important role. He explains that there are three types of motivation: intrinsic motivation, extrinsic motivation, and motivation to learn. In intrinsic motivation students participate in different activities for enjoyment. In extrinsic motivation students participate in different activity only to receive a reward or to avoid punishment. Educational gifts, grades are an important example of an extrinsic motivation. And the last motivation to learn referred to the value, and benefits of academic tasks to the learner regardless of whether or not the tasks were intrinsically interesting. So we can say that motivation to learn might come from intrinsic or from extrinsic sources.

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### Objectives of the Study

Following were the objectives of the study:

- a. To find the effect of motivation on the educational attainments of students at secondary level.
- b. To find the effects of parental influence on the educational attainments of students at secondary level.

### Significance of the Study

The results of the study would be useful for the following reasons:-

- a. This study provides information about the effect of motivation and parental influence, on educational attainment of students at secondary level.
- b. This study is vital for the parents of those students who are also associated with their children.
- c. This research will increase the awareness to concentrate on student's motivation.

### Hypotheses

Following were the null versus alternative hypotheses of the study:

- a.  $H_0$ : There is no significant effect of motivation on the educational attainments of students at secondary level.

$H_1$ : There is significant effect of motivation on the educational attainments of students at secondary level.

- b.  $H_0$ : There is no significant effect of parental influence on the educational attainments of students at secondary level.

$H_1$ : There is significant effect of parental influence on the educational attainments of students at secondary level.

### REVIEW OF RELATED LITERATURE

Cassidy and Lynn (1991) explored that how parents influence impacts on motivation and achievement. This means that motivation and parents influence has a crucial role on the educational attainment of students. Effective classroom management might also affect a student's motivation to learn more in the classroom. Highly structured, well-organized, and outcomes-oriented teachers seemed to maintain student motivation and also helpful in increasing the educational attainment of the students.

Eccles, Wigfield and Schiefele (1998) Students motivation for learning is generally regarded as one of the most critical element in which we can improve the performance of the students and can put the students in the way of better learning. Although motivation was identified as a fundamental aspect of learning for students, many teachers at secondary school level are not trained in teaching methods and communication. Secondary school teachers must manage several tasks simultaneously i.e. intrinsic and extrinsic motivation, readiness of students and interest of the students. The pressure to teach better, to adopt better teaching methods in the classroom, to serve on a variety of committees, and to stay on the top of administrative duties may compete with the desire to improve classroom impact.

Gold Berg (1994) children with intrinsic motivation in academic would have higher self-perceptions of competence in academics and that children who are extrinsically motivated would have low perceived academic competences.

Gottfried (1990) there is positive correlation between motivation and achievement. Specifically young student with higher academic intrinsic motivation had significantly higher achievement and intellectual performance.

Hammer (2003) the parent involvement is as important as what goes on in the school. Another important factors includes parental check in their children education, how much parents read to young children, how much television children are allowed to watch and how often students change school

achievement is not only about what goes on once student get in to the classroom it also about what happens to them before and after school. Parent and teacher have crucial role to play to make sure that every child becomes a higher achiever parental influence has been identified as an important factor effecting student attainment.

Howse (1999) student's perceptions of academic competency decline as they advance in school, this decline to various factors, including greater competition, less teacher attention to individual student progress, and stresses associated with school enthusiasm. These teachers introduced topics in an interesting, motivating and challenging way used different teaching strategies, so in this way they can improve the performance of the students. These teachers also promoted student involvement by allowing participation in the selection of learning activities.

Mitchell (1992) examining the construct of intrinsic motivation in secondary school students is significant and important because academically intrinsic motivation in the secondary year may have profound for initial and future success. Students who are more intrinsically motivated proved better and students who are not motivated to engage in learning are unlikely to succeed.

Neibuhr's (1995) suggest that the element, school climate and parental influence have a stronger effect on academic achievement. When parents take interest in the curricular and co-curricular activities of the children and if these activities are balance then they can improve the educational performance of their children. So it is very much essential that all the activities of the children should be arranged and balanced.

Phillips (1998) says that parental education, parental involvement, parental interest and social economic status have an impact on student achievement. When parents take interest in the educational activities of their children then the children show the best academic achievement and if parents take less interest in the educational activities of their children then the children show poor academic achievement. Accordingly if children tend to watch the television more of their study time then relatively the academic achievement will be less. If parents observe each and every activity of the children, appreciate the educational activities and remove the other useless activities then they can improve the academic achievement of students too much.

Rollins and Thomas (1999) found that high parental involvement in the curricular and co-curricular activities was associated with high educational attainment. We can improve the educational attainments of the students when the students are intrinsically motivated. The important question which is associated with motivation is who is responsible for motivating students to come to class and learn for the love of learning. We can say that a teacher and the parents are responsible in motivating the students. In a classroom environment, the teacher and the student represent two of the forces that may promote motivation to attend class and to study for intrinsic reasons. If teachers have a responsibility to motivate students in different educational activities then it is important for teachers to understand specifically how to motivate students. In teaching learning process a teacher have three main areas in which he can motivate the students and also increase the academic performance of the students, these three areas are: instruction, relationships, and management. Instruction means the teacher skills and competencies. Relationships concerned the attitudes teachers toward their students. Management deals with classroom organization and planning.

## **PROCEDURE OF THE STUDY**

### **Population**

The population of the study consisted of all 9<sup>th</sup> and 10<sup>th</sup> class secondary school students in District Dera Ismail Khan, KPK, Pakistan.

### **Sample**

Eight schools (four males and four females) were randomly selected to participate in this study. A total of 400 students (200 male and 200 female) were selected, 50 students from each school.

**Instrument**

Questionnaire was used as an Instrument, developed and validated to get the relevant data about the motivation of the students, parental influence and their educational attainment. Researcher personally served the questionnaire to the students, the students were asked to give the exact response / figure to the items. The questionnaire consisted of two parts one part consist of ten questions of motivation and other part consists of ten questions of parental influence.

**Procedure**

In this research study data was collected with the help of questionnaire. The questionnaire was developed, validated and improved in the light of feedback. Difficulties and ambiguities pointed out and removed in consultation with the experts in the relevant field. Researcher himself visited the schools distribute questionnaire and collects the data. Calculating simple correlation among these variable assessed relation between motivation, parental influence and educational attainment.

**Statistical analysis**

In order to measure the significant effect of motivation and parental influence on educational attainments of student's simple correlation was used.

Table1.Number of items, Means, standard deviations, internal reliability of the two scales and correlation

<i>Scale</i>	<i>Number of Items</i>	<i>Means</i>	<i>S.D</i>	<i>Correlations</i>
Motivation	10	3.90	0.42	0.67
Parental influences	10	4.63	0.65	0.89

**RESULTS**

The above table shows the number of items i.e. ten for motivation and ten for parental influence. The mean level of motivation (3.90) was less than the mean of the parental influence (4.63), it means that parental influence play a very important role in improving the educational attainments of the students at secondary level. Correlation between achievement and motivation was moderate i.e. (0.67), and correlation between parental influence and achievement was high i.e. (0.89).

**CONCLUSION**

There was a significant and positive effect of motivation and parental influence on the educational attainments of the students at secondary level. The educational attainment of those students who were under the influence of their parents and motivated is better.

**RECOMMENDATIONS**

- a. This study may indicate that parents can play an important role in strengthening their children education.
- b. If proper guidance and motivation may provide to the children then their educational attainments can be improved.
- c. Parents and teachers may be requested to motivate the students in a proper way.

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