



ROLE OF FAMILY BACKGROUND IN GENERATING ACADEMIC ACHIEVEMENT MOTIVATION IN ADOLESCENTS

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Abstract

The present study was carried out to investigate the influence of different types of family background and sex on the academic achievement motivation (AAM) of the adolescents. A normative survey method of research was employed by adopting 3X2 factorial design. A sample of 480 adolescents from Dehradun city was selected by stratified random sampling method. This sample of 480 adolescents was comprised of 142 adolescents with High family background (HFB), 274 with Average family background (AFB) and 104 with Low family background (LFB) on the basis of the feelings of the adolescents which they perceive towards their parental acceptance, concentration and avoidance. Further, the sample was also divided genderwise. An Academic Achievement Motivation Test (AAMT) developed by T.R. Sharma was used to collect the data from the sample. One way and two ways ANOVA were calculated for deriving the results. The results showed that there was significant difference in the level of academic achievement motivation between boys and girls and also among the adolescents having HFB, AFB and LFB. Girls were found to have high academic achievement motivation (AAM) than their boy's counterpart. It was interesting to find adolescents with LFB have more AAM while adolescents coming from HFB have the least AAM. The most important finding was that the computed F ratio of interaction was found to be insignificant which indicates that sex and family background does not jointly affect the academic achievement motivation of the adolescents.

Keywords: Academic Achievement Motivation (AAM), Different Types of family background i.e. HFB, AFB and LFB.

INTRODUCTION:

An academic achievement motivation refers to a psychological need and energetic drive within the adolescents that prompt them to strive for a work towards high academic achievement accompanied by a sense of satisfaction and self worth. According to **McClelland and Atkinson (1965)** "Achievement Motivation may be associated with a variety of goals, but in general, the behaviour adopted will involve activity which is directed towards the attainment of some standard of excellence." The academic achievement motivation of an adolescent is strongly influenced by the feelings they generate towards parental acceptance, concentration or avoidance. In a family, the relation of the adolescents with the parents is the most intimate. The behaviour of the parents towards them and the degree of feelings the adolescents generate towards this behaviour is of great importance as it affects the overall personality of the adolescent. Research findings suggest that parental behaviours may affect adolescents predominantly through the way in which these behaviours are perceived by adolescents (Aunola, Stattin & Nurmi 2000). Bandura (1994) found that family environment created by a particular parenting style can have a crucial effect on the achievement motivation of the adolescents. Dornbusch et al. (1987) examined the relation between parenting style and adolescent school performance and found authoritative parenting positively correlated with adolescent school performance whereas authoritarian and permissive negatively correlated. Suman and Umopathy (2003) conducted a study on parent child background and achievement motivation of IX standard adolescents and found higher achievement motivation among adolescents who perceived their parents as loving and demanding.

Definition of the terms:

- **Academic Achievement Motivation (AAM):**

In the study, the adolescents were categorized into three groups as high, average and low motivated on the basis of the scores they acquire in the academic achievement motivation test. Norms of the standardised tool have been used for this classification. The three distinct categories of Academic achievement motivation are described as below:-

- a. High motivated- Those girls whose score fall in the range of 34 and above, whereas those boys whose score fall in the range of 33 and above are termed as high motivated.

- b. Average motivated- Those girls whose score fall in the range between 27 and 33, whereas those boys whose score fall in the range between 26 and 32 are termed as average motivated adolescents.
- c. Low motivated- Those girls whose score fall in the range of 26 and below, whereas those boys whose score fall in the range of 25 and below are termed as low motivated.

- **Family background of adolescents:**

Family background means the degree of feelings of the adolescents, which they perceive towards their parental acceptance, concentration and avoidance. In this study, the degree of the feelings of the adolescents towards parental relationship have been categorized into three groups as high, average and low family background based on percentile scores.

- **High family background:** The adolescents having P70 and above scores are termed as having strong feelings towards parental acceptance, concentration and avoidance (PACA).
- **Average family background:** The adolescents having scores between P70 and P30 are termed as having moderate feelings towards PACA.
- **Low family background:** The adolescents having scores below P30 are termed as having mild feelings towards PACA.

Objectives:

1. To study whether family background of adolescents account for generating AAM.
2. To compare boys and girls on their level of AAM.
3. To find out the interaction effect of family background and sex of adolescents on AAM.

Hypotheses:

The following research hypotheses have been formulated by the researcher on the basis of objectives cited above. They are as follows:

1. Adolescents coming from high, average and low family background would not differ significantly on their AAM.
2. Boys and girls would not differ significantly on their AAM.
3. Family background and sex would not interact significantly on their AAM.
- 4.

Method:

Sample:

A sample of 480 adolescents in the age group of 16-18 years from Dehradun city was selected by stratified random sampling method. This sample of 480 adolescents was divided into three groups on the basis of family background- High family background (HFB) comprised of 142, Average family background (AFB) having 274 and Low family background (LFB) with 104 adolescents. Further, the sample was also divided gender wise into 240 boys and 240 girls.

Tools:

Data on the academic achievement motivation was obtained by using Academic Achievement Motivation Test (AAMT) developed by Sharma in 1984. The family background of the adolescents was measured by using Family Background Inventory by Sherry and Sinha. The groups were matched in respect of sex and types of family background.

Result and discussion:

(A) Effect of family background (FB) on Academic achievement motivation (AAM):

TABLE- 1
COMPARISON OF MEAN AAM SCORES OF ADOLESCENTS OF DIFFERENT FAMILY BACKGROUND

FB	N	Mean	S.D
HFB	142	28.22	6.95
AFB	274	30.12	4.55
LFB	104	31.07	4.10

SUMMARY: ANALYSIS OF VARIANCE

Source of Variation	S.S	M.S	Df	F	P
Between groups	544.8	272.4	2	9.71**	0.00007
Within groups	13380.6	28.1	477		

The mean values of AAM of adolescents among family backgrounds in Table-1 reveals that the adolescents coming from high (M=28.22), average (M=30.12) and low (M=31.07) family backgrounds falls in the average category as the mean value in the manual ranges from 27 to 33 for girls and 26 to 32 for boys. It infers that all the adolescents irrespective of their family backgrounds were found to have average AAM. However, the analysis revealed significant difference in mean AAM scores among family backgrounds.

It is confirmed from Table -2 that the mean AAM scores of the adolescents coming from AFB and LFB were not significantly different, while adolescents from HFB were significantly different from AFB and LFB which indicates that adolescents belonging to HFB i.e. having strong feelings towards PACA have lower academic achievement motivation as compared to the adolescents from AFB and LFB. It was interesting to find that inspite of the significant difference among family backgrounds on AAM, adolescents of all the three groups HFB, AFB and LFB fall in average AAM range. It reflects that AAM of the

TABLE- 2
POST-HOC (BONFERRONI) TEST TO CROSS VERIFY THE SIGNIFICANCE

Bonferroni test; variable AAM (masterdata.sta) Homogenous Groups, alpha = .05000 Error: Between MS = 28.052, df = 477.00				
Cell No.	FRI Status	AAM Mean	1	2
2	H	28.21831		****
1	A	30.11538	****	
3	L	31.06731	****	

H=High family background; A=Average family background; L=Low family background

adolescents was more influenced by the intrinsic motivation present in them rather than their perception towards the parenting styles. Rivers (2008) also revealed that parenting styles were not related to academic self- efficacy as they may be related to academic self-efficacy only through intrinsic motivation. Thus, the above mentioned results and discussion clarifies that, the adolescents' AAM vary among different family backgrounds. Therefore, the hypothesis-1 which predicted that “Adolescents coming from high, average and low family background would not differ significantly on their academic achievement motivation” is not confirmed and thus, remains rejected.

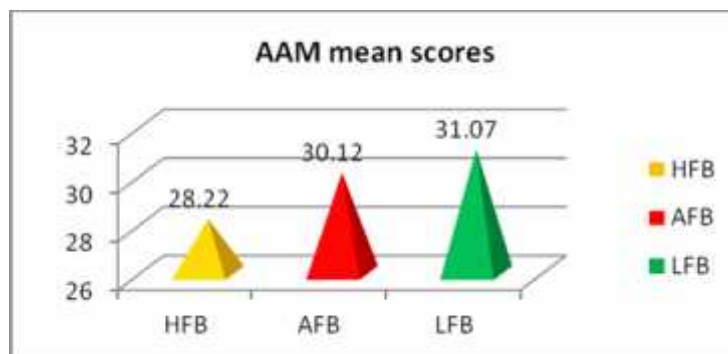


FIGURE- 1 COMPARISON OF MEAN AAM SCORES OF ADOLESCENTS AMONG FAMILY BACKGROUND

(B) Effect of sex on Academic achievement motivation (AAM):

TABLE- 3
COMPARISON BETWEEN BOYS AND GIRLS ON AAM

Sex	N	Mean	S.D.	Df	t-value	P
Boys	240	29.14	5.40	478	2.53*	0.012
Girls	240	30.38	5.32			

A critical appraisal of Table-3 reveals the mean AAM scores of girls (M=30.38) and boys (M=29.14) lies in average category as the mean value in the manual ranges from 27 to 33 for girls and 26 to 32 for boys. The t-value ($t = 2.53$) was found to be significant at five percent level. This states that girls have better AAM as compared to their boys' counterparts. It is seen that girls are intrinsically more motivated towards academic achievement in comparison to the boys. The above finding is in line with Chee, Pino and Smith (2005) who reported that female college adolescents were more likely to have higher academic ethics than male adolescents, which are characterized by higher academic attainment. The females were also intrinsically more motivated than the males. Goel (2004) also revealed that girls had much higher educational aspiration than boys.

Thus, the above results and discussion signifies that the girls have more AAM as compared to their boys' counterpart. Therefore, the hypothesis-2 which predicted that "Boys and girls would not differ significantly in their academic achievement motivation" is not confirmed and hence, stands rejected.

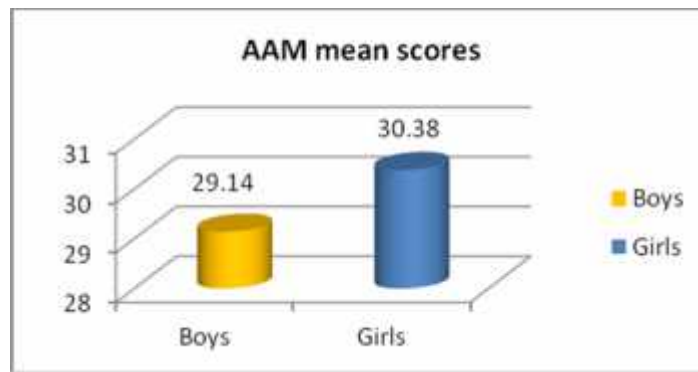


FIG- 2 COMPARISON BETWEEN BOYS AND GIRLS ON MEAN AAM SCORES

C) Effect of family background and sex on the adolescents’ AAM:

TABLE-4

COMPARISON BETWEEN MEAN AAM SCORES OF ADOLESCENTS AMONG FAMILY BACKGROUNDS

Sex	HFB			AVB			LFB			Total	
	N	Mea n	S.D	N	Mean	S.D	N	Mean	S.D	Mea n	S.D
Boys(N=240)	70	27.11	7.098	11	29.59	4.519	60	30.68	3.739	29.12	5.12
Girls(N=240)	72	29.29	6.687	12	30.58	4.551	44	31.59	4.530	30.48	5.26
Total	142	28.2	6.8925	234	30.08	4.53	104	31.13	4.134	29.8	5.19

SUMMARY: ANALYSIS OF VARIANCE

Source of variation	SS	MS	Df	F	P
Between FB (high X Average X Low)	561.4	280.70	2	10.13**	0.00
Between Sex (Boys X Girls)	196	196	1	7.07**	0.01
Interaction (FB X Sex)	36.8	18.40	5	0.66 NS	0.52

(Error)			474		
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- (i) Table-4 shows that the F-value (10.13) for the main effect of different family backgrounds on the AAM of adolescents, irrespective of their sex was found to be significant at one percent level as ($p < 0.01$). This result reveals that adolescents coming from different family backgrounds differ significantly on their AAM. This infers that adolescents having strong feelings towards Parental Acceptance, Concentration and Avoidance (PACA) have lower AAM as compared to adolescents having moderate and mild feelings towards PACA.
- (ii) The obtained value of F (7.07) for the main effect of sex on the AAM of the adolescents, irrespective of different family backgrounds was also found to be significant at one percent level. This shows that boys and girls differed significantly on their AAM, where girls were found leading the boys on their academic achievement motivation.
- (iii) The F-value (0.66) for the interaction effect between family background and sex with respect to AAM of the adolescents was found to be insignificant as ($p > 0.05$). This indicates that boys and girls of different family backgrounds did not differ significantly on their mean AAM scores. This shows that boys and girls having strong, moderate and mild feelings towards PACA were found to be almost similar (average) on their AAM. The findings were found to be in line with Burke (2006) who found that parenting styles (i.e., authoritarian, permissive, and authoritative parenting styles) did not significantly correlate with general self-efficacy beliefs of college adolescents. Thus, hypothesis-3 stating that, "Family background and sex would not differ significantly on the AAM of the adolescents." is confirmed and thus, remains accepted.

Educational Implications of the Study:

Parents should provide good, congenial, enriched home environment and opportunities to the adolescents in order to develop high AAM among them. The school counselors should design appropriate learning environment programs; cognitive oriented programs thus, creating awareness in parents, so that they may transform the home environment into congenial environment. So, parents should show support, and encouragement to their children, provide necessary facilities, educational environment,

develop good interpersonal relationship, provide democratic environment and approve and appreciate activities related to education and co-curricular aspects.

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