

# **A comprehensive investigation of secondary school students' self-worth and motivation for achievement in relation to their parental environment**

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## **Abstract:**

The current situation of secondary school students' self-worth, excellence motivation, and parental participation was examined in this study. Additionally, the link between their sense of self-worth and parental engagement, as well as the connection between their success motivation and parental engagement, was investigated. A sample of 400 secondary students - 200 boys and 200 girls was selected for this study from the Rajasthan district of Shri Ganganagar. The technique of stratified random sampling was employed for this aim. Dr. G.P. Mathur and Dr. R. Bhatnagar's self-efficacy scale, Prof. P. Deo and Dr. Asha's achievement motivation scale, and Mrs. Gunjan Ganotra Arora's parental involvement scale are used to collect data using the descriptive survey method. The study's findings indicate that 162 students, or 40.50% of the total frequency, have an average level of self-efficacy. 107 children, or 26.75% of the 400 total, had an average level of achievement motivation, while 63 students, or 15.75% of the total frequency, had an average level of parental participation. According to the study's findings, there is an elevated relationship between students' sense of self-worth and engagement from parents, as well as between their accomplishment determination and engagement from parents.

**Keywords:** Impact, Self – worth, Achievement Motivation, Self-regulation, Learning strategies, Achievement, Secondary school, Parental, Education.

## **INTRODUCTION**

The idea that human behavior is influenced and altered by perceived self-worth was first proposed by Albert Bandura in 1977. The term "self-worth" describes a person's own convictions or level of trust regarding the ability to carry out particular activities successfully. According to the concept of self-efficacy, personality traits and achievement are determined by how deeply one's own ideas and a particular activity interact (Bandura, 1986, 1997). People who have low levels of self-confidence may think negatively, perceive tasks as intimidating rather than difficult, and set modest goals for themselves (Aid Suraya & Wan Ali, 2009; Bandura, 1994).

Parental involvement in schooling is a crucial topic. An individual's exposure to and interaction with other individuals, as well as additional natural stimuli, lead to the achievement of education. From early childhood to later stages of growth and achievement, familial interaction is the source of the most crucial elements for students. Children's lives are enhanced by their families through the provision of essential knowledge that aids in developing the attributes of brainpower, values associated with culture, and suitable interactions with others. Children receive assistance and inspiration to study from their families, who are also in charge of

creating the right circumstances. Conducting this research is important since there is a lack of educational research on the above research components as an integrated motivational model. Numerous previous research studies have placed a strong emphasis on the necessity and significance of the home environment for education at the school level. A robust correlation exists between inspiration and educational achievement. Encouraging pupils to learn in the classroom is a very important issue. Numerous elements contribute to a student's career. It is one of the most crucial variables. Additionally, parents are essential in helping their children develop their self-worth and drive for accomplishment.

#### **REVIEW OF RELATED LITERATURE:**

To compare the academic accomplishment motivation of secondary students in government and private institutions, Kumar and Yadav (2015) gave them an academic achievement motivation scale. 100 pupils were chosen using the stratified random sampling approach; 50 students from the government school (25 girls and 25 boys) and 50 students from the private school (25 boys and 25 girls) made up the representative sample. TR Sharma's standardized measure of academic success motivation was applied. After analyzing the data using the mean, standard deviation, and t-test, the study's findings showed that, at the secondary level, students attending private schools outperformed those attending government schools in terms of academic attainment. Additionally, it was shown that female secondary school pupils were more motivated to succeed academically than their male counterparts.

To determine the impact of parental pressure on children's academic performance and the moderating role that test stress plays, Manisha Nagpal and Chetan Sinha (2016) performed a study. Using a straightforward selection approach, the sample consisted of 100 high school students from two Bangalore-based CBSE schools. Scores from the two most recent tests were taken for academic accomplishment, the test attitude inventory by Spielberger for evaluating test anxiety, and a subscale of Campbell's inventory of parental influence was used to gauge parental pressure. Additionally, the sample includes students from middle-class households (whose annual household income varies from 2 to 5 lakhs), whereas students with any type of mental or behavioral illness were excluded. Since the researchers did not alter any of the elements, they employed an Ex-post Facto study design. The bootstrapping approach was used to analyze the data using mediation analysis.

A study was conducted by Liyakat Bashir and Hilal Bashir (2016) to investigate teenage parental encouragement. The sample consisted of 200 teenagers from 8 secondary schools in the Kashmiri district of Pulwama, 100 of whom were from rural areas and 100 from urban areas. To choose a representative sample, a straightforward random procedure was employed. To evaluate parental encouragement, R.R. Sharma's Parental Encouragement Scale was employed. Additionally, the results show that the majority of adolescents get just average levels of parental encouragement. The composite score on parental encouragement showed a significant difference between youths in rural and urban areas. Compared to their peers, youths in urban areas score higher on parental encouragement. The primary cause of this outcome is that parents of youths living in rural areas typically have poor socioeconomic positions, are illiterate or have little education, and work mostly in farming and labor, which prevents them from giving youngsters enough time and resources.

According to Epstein (1987, 1995, and 2011), it is critical that parents and the institution communicate back-to-back. To strengthen the bond between the institution and parents, these interactions are crucial. Additionally, they emphasized how important it is to have many ways to communicate with parents to increase their likelihood of participating in school-related activities. Epstein also underlined the need to use every practical communication method that would ensure parents' complete accessibility. The teacher's interaction with a parent should provide sufficient information on the child's development, in addition to

informing the school's policies or guidelines. Respect for each other should be the foundation of the connection rather than the teacher's dictates.

Sometimes parents are very involved in their child's educational endeavors and supply their expertise to the school for free. They contact teachers, the school management, children, and parents more regularly as a result. According to Epstein's third typology (1987, 1995, 2011), parents should visit their children's school and assist with its operations. Below 10% of parents were found to be extremely engaged, according to her survey, by volunteering at the school for 25 days a year to assist teachers and administrators with various tasks. Epstein (1986) found that approximately 45% of parents were not involved in their children's education. This was because their jobs were located outside of school hours, making it possible for them to attend during school hours. There are several ways in which the expectations of the parent might impact the child. According to Moore, Whitney, and Kinukawa (2009), a deep and loving relationship between a parent and their child increases the likelihood that the child will meet the parent's expectations.

According to Singh et al. (1995), the degree of parent-child interaction rises as parental expectations rise. When a family has high intentions for a child, they make an effort to give him enough opportunities to learn (Catsambis and Garland, 1997). Parents who were more involved with their children's school affairs were also found to have more consistent attendance. A parent's participation and level of expected accomplishment also influence the child's own aspirations and expectations; for instance, several studies have indicated a moderate to substantial influence on the child's personal goals for his education.

To compare the academic performance and accomplishment motivation of college-bound athletes and non-athletes, Suhas Yadav (2015) carried out research. A total of 400 first-year college students-200 athletes and 200 non-athletes, up the sample size. The representative sample was chosen using the random stratified sampling approach. The sample was divided into high and low SES groups. Additionally, students who were athletic (high and low SES) and non-athletic (high and low SES) were separated equally for both genders. Averagely intelligent students were selected for the sample using the Standard Progressive Matrices. Additionally, the prior class's results were used to examine the students' academic performance. Deo and Mohan's standardized exam has been used to evaluate students' motivation for accomplishment. The mean and standard deviation, two descriptive statistics, were used to analyze the data. The primary conclusions of the research were:-

- College athletes typically exhibit more academic success and achievement drive than non-athletes.
- The academic achievement and accomplishment motivation of the athletic college students with greater socioeconomic status were higher than those of the non-athletic students.
- Compared to their non-athletic peers, low-SES children who were athletic had greater academic success and achievement drive.
- Compared with athletic female students, athletic male students exhibited more academic and achievement drive.
- The academic and achievement motives of non-athletic male students were likewise greater than those of non-athletic female students.
- Compared to female high-SES students who do not participate in athletics, athletic female students typically exhibit greater success drive and academic accomplishment.
- High-SES male students who were athletic had greater academic success and achievement motivation than their non-athletic counterparts.
- Compared to their non-athletic counterparts, female students from disadvantaged socioeconomic backgrounds who were athletic had greater academic accomplishment and achievement drive.



- Male students from low-socioeconomic backgrounds who are athletic have more academic success and achievement drive than those who are not.

## VISIONS FOR THE STUDY

- a) To investigate secondary students' degree of self-worth.
- b) To investigate secondary students' motivation for accomplishment.
- c) To investigate the degree of parental involvement among secondary school students.
- d) To investigate the connection between secondary students' sense of self-worth and parental participation.
- e) To investigate the connection between secondary the success of students'success and the participation of parents.
- f) To look into whether parents are appropriately active in their youngest's education?

## THEORIES

- The self-worth of Secondary School students and parental participation do not significantly correlate.
- Parental participation and secondary students' drive for accomplishment do not significantly correspond.

## SAMPLE

Using a stratified random selection approach, the researcher selected 400 secondary students (200 male and 200 female) from eight State Board schools in the Shri Ganganagar region of Rajasthan for the study.

## TOOLS

Dr. (Mrs.) G.P. Mathur and Dr. (Mrs.) Rajkumari Bhatnagar's self-efficacy scale was used in this study to assess the students' sense of self-worth, along with Prof. Pratibha Deo and Dr. Asha Mohan's achievement motivation scale, and Epstein, Dr. V. Lakshmi Chauhan, and Mrs. G. M. Arora's involvement of parents' scale, to gauge the degree of familial contribution among Secondary students.

## RESEARCH METHOD

In order to investigate the association between participation by parents and the sense of self-worth of secondary students in the Shri Ganganagar District, the normative survey approach was employed.

## ANALYTICAL STATISTICS

Karl Pearson's coefficient of correlation was employed to analyze the data for this investigation.

## THE DATA'S ANALYSIS AND INTERPRETATION

Interpretation refers to giving the data meaning, whereas analysis refers to dissecting the data into smaller components. The following provides a thorough explanation of the purpose of statistical evaluation and determination:

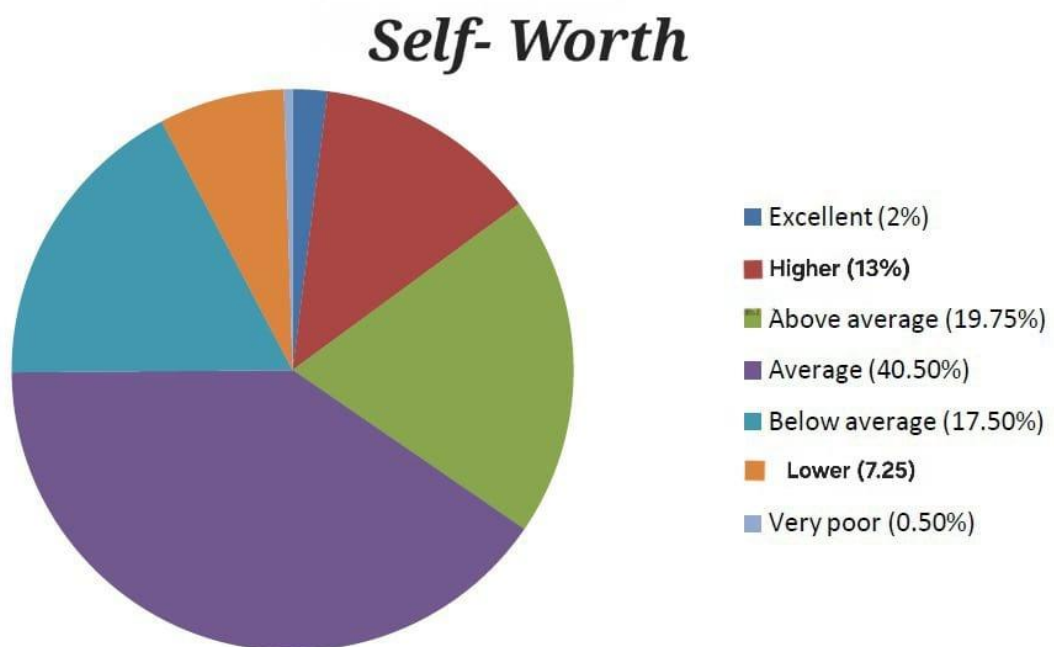
An examination of the students' sense of self-worth, achievement motivation, and parental involvement scores.

## FREQUENCY AND PERCENTAGE OF SECONDARY STUDENTS' SELF-WORTH

**Table: 1-** A Characteristic Analysis of Secondary Students' Self-worth And Motivation for Achievement

Self-Worth Value	Regularity	Percentage
Excellent ( above 91 )	8	2%
Higher ( 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%
Lower ( 53 to 59 )	29	7.25%
Very poor (47 to 52)	2	0.5%
<b>Total</b>	<b>400</b>	<b>100%</b>

**Graph: 1-** Secondary Students' Self-worth: Rates and Percentages.



### INTERPRETATION

The percentage of secondary learners with outstanding, higher, above average, average, below average, lower, and extremely bad levels of self-worth is interpreted in Table 1. Eight students, or 2% of the 400 total, had exceptional levels of self-worth, scoring higher than 91. 52 students, or 13% of the total frequency, had higher levels of self-worth, scoring between 84 and 90 points. An above-average degree of self-worth was discovered in 79 learners, or 19.75% of the total frequency, who scored between 77 and 83



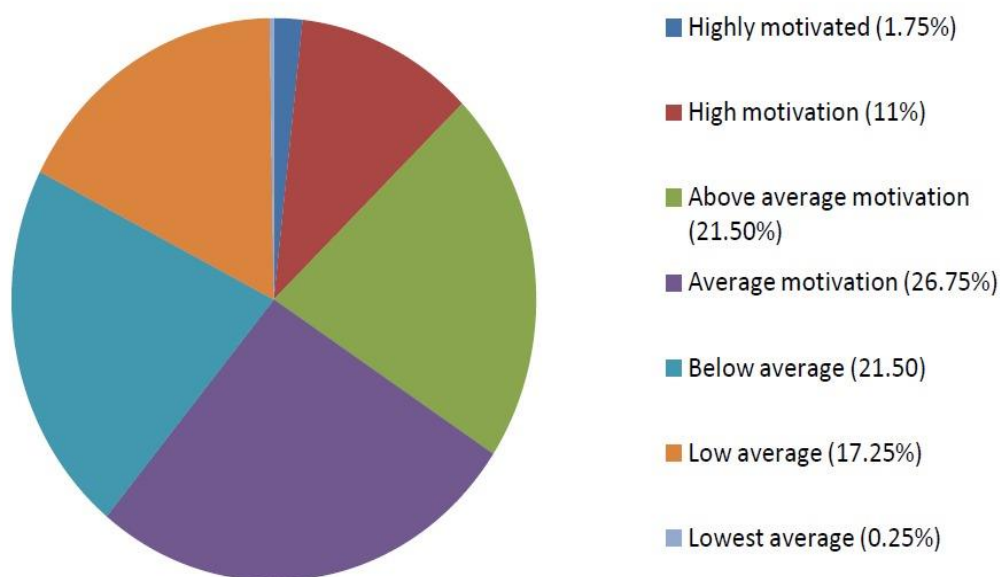
points. 162 learners, or 40.50% of the total frequency, had average levels of self-worth, scoring between 67 and 76 points. Seventy students, or 17.50% of the total frequency, had below-average self-worth scores of 60 to 66 points. 27 students, or 7.25% of the total frequency, had poor levels of self-worth, scoring between 53 and 59 points. Additionally, the chart reveals that the two remaining students, or 0.50 percent, had relatively low levels of self-worth, scoring between 47 and 52 points.

## SECONDARY STUDENTS' MOTIVATION FOR ACHIEVEMENT: RATES AND PERCENTAGES

Level of motivation for achievement	Frequency	Percentage
Highly motivated (192 to 200)	7	1.75%
Higher 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%
Lower average (110 to 124)	69	17.25%
Lowest average (101 to 109)	1	0.25%
<b>Total</b>	400	100%

**Graph: 2-** The frequency and percentage of secondary students who are motivated to achieve

### ACHIEVEMENT MOTIVATION



### INTERPRETATION

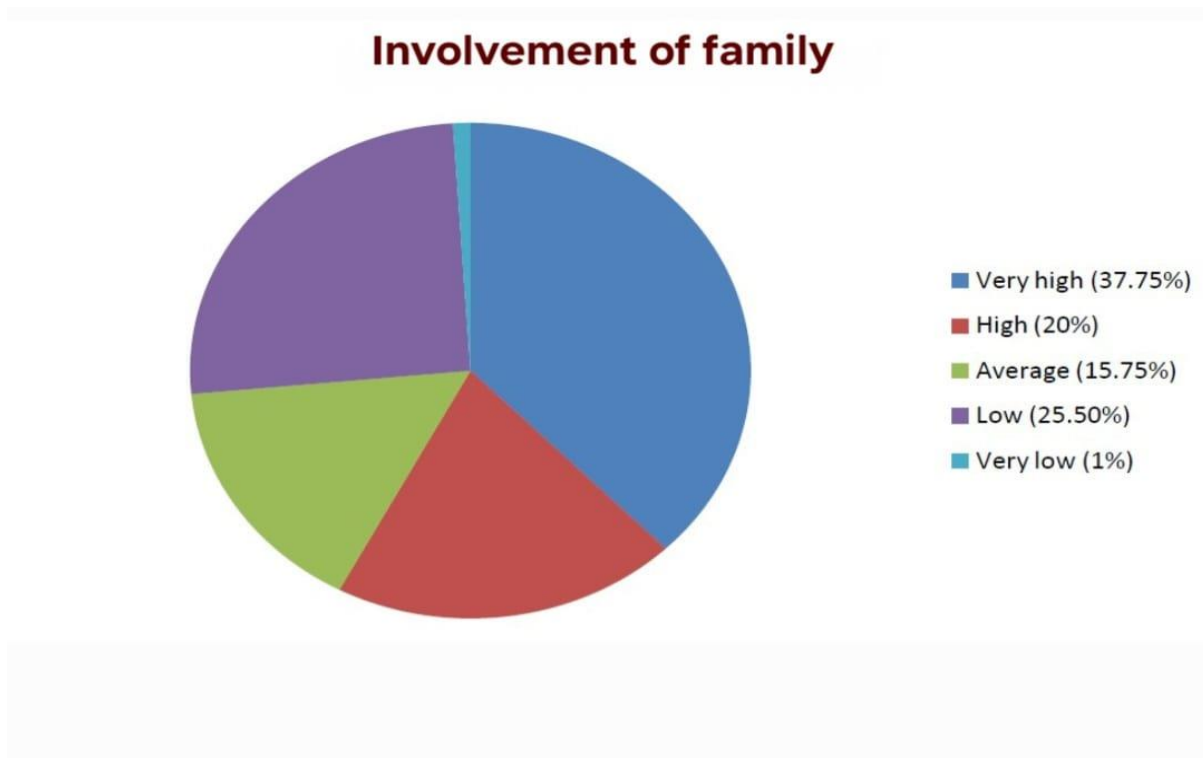
Out of 400 secondary school learners, Table 2 presents the proportion of teenagers who are extremely driven, highly motivated, above average motivated, average motivated, below average motivated, low motivated, and lowest motivated in terms of accomplishment motivation. Seven pupils, or 1.75 percent, got

between 192 and 200 points, indicating a very driven level of accomplishment motivation, according to the above data. 44 learners, or 11% of the total, earned between 176 and 191 points, indicating a high degree of accomplishment desire. Additionally, 86 learners, or 21.50%, who had scores between 161 and 175, had above-average accomplishment motivation. Additionally, 107 learners, or 26.75%, had an average degree of accomplishment motivation, scoring between 141 and 160 points. Additionally, 86 kids, or 21.50%, exhibit motivation levels below average.

Table 3- Secondary Students' Parental Involvement: Rates and Percentages

Involvement rate of familial	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%
<b>Total</b>	400	100%

Graph: 3- Frequency and Percentage of Secondary School Students' Parental Involvement



The percentage of teenagers with very high, high, average, low, and very low parental engagement scores is interpreted in Table 3. It may be deduced that 151 of the 400 adolescents, or 37.75% of the total, had extremely high levels of involvement from families and scored higher than 96 points. 80 pupils, or 20% of

the 400 total, had scores between 89 and 95, indicating a high level of parental participation. Additionally, 63 teenagers, or 15.75 percent, had an average level of parental participation, scoring between 85 and 88 points out of the total frequency. Of the 400 students, 102, or 25.5%, had low levels of parental participation, scoring between 76 and 84 points. The final four learners, or 1%, had very little parental participation and had scores below 75.

## THEORIES

The self-worth of students in higher secondary school is not significantly correlated with parental participation.

The relationship between parental involvement and secondary school students' motivation for achievement. N is 200.

Variable	Coefficient of Correlation	Interpretation
Involvement of families	+0.62	Significant at the 0.01 level
Motivational achievement		

## INTERPRETATION

At the 0.01 and 0.05 levels of significance, respectively, the minimal values of  $r$  for  $N=400$  (with the degree of freedom  $N=398$ ) should be 0.128 and 0.098. The coefficient of correlation between school students' accomplishment motivation and parental participation is + 0.62, as seen in Table 4.15. This correlation is significant at the 0.01 level of significance and is classified as positive. It is possible to rephrase the null hypothesis, which states that "there is no significant relationship between parental involvement and achievement motivation of school students," to state that there is a significant positive correlation between the two.

## CONCLUSION

Secondary students' success motivation and family participation are found to be substantially and favorably connected. In addition to providing suitable circumstances, parents inspire and encourage their children to study and succeed.

Therefore, it may be concluded that youngsters' self-worth grows in tandem with their parental participation. Additionally, self-worth has a role in both performance achievements and psychological well. Parents' involvement and communication can support students' growth in self-worth.

## STUDY'S IMPLICATIONS

Parents will find this study useful in analyzing areas where they are lacking, such as inspiration and encouragement, which they should provide their kids to improve their achievements. To foster the emergence and growth of the success incentive, families should be mindful of the need for early autonomous training for their siblings in a supportive, cooperative, and less authoritarian home setting. Children should be properly guided and motivated by their guardians in order for them to succeed in life and grow into engaged, contributing members of society. Youngsters' interests, ambitions, and accomplishments are greatly influenced by the incentives provided by their caregivers. Youngsters' opinions on self-worth can be greatly enhanced by responding parents. By giving their youngsters a good emotional and social environment, families may help them develop their personalities and, in turn, give them a strong feeling of self-worth. Families should commend youngsters for finishing a task to boost their sense of self-worth. Every day, they ought to talk to kids about their schoolwork, their friends, and their educators. They can instill in their young ones the confidence that they are capable of handling the tasks. Understanding this



reality will raise youngsters' level of self-worth, which will ultimately have the most impact on their achievement.

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