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## Research Article

# ACHIEVEMENT MOTIVATION AMONG HIGH SCHOOL STUDENTS IN RELATION TO THEIR PERCEPTIONS OF PARENTING

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### ABSTRACT

Motivation may be regarded as something which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining specific goal or purpose. Achievement motivation refers to the behaviour of an individual, who strives to accomplish to do his best, to excel others in performance. Parenting style is of utmost importance in this world which is full of competition and has a healthy relationship with the achievement motivation of children. The purpose of the research is to find out the relationship of different types of parenting styles (Democratic, Autocratic, Accepting, Rejecting, Overprotecting and Overdemanding) with the achievement motivation among high school students. For this purpose, standardized tools namely Deo-Mohan Achievement Motivation Scale by Deo and Mohan (2011) and Children's Perception of Parenting Scale by Pyari and Kalra (2005) have been used. The sample comprises 250 high school students from eight schools of Tehsil Mendhar of District Poonch selected through Random Sampling Technique. In order to analyze the data, statistical techniques namely Mean, Standard Deviation and t-Test have been employed. The findings indicated significant gender differences in achievement motivation among high school students in favour of female students. Female students perceived their parents better than male students on five subscales (Democratic, Autocratic, Accepting, Rejecting, and Overdemanding) of Children's Perception of Parenting scale. There are significant correlations between achievement motivation and three subscales (Democratic, Accepting and Rejecting) and no significant correlations have been found between achievement motivation and three subscales (Autocratic, Overprotecting and Overdemanding) of Children's Perception of Parenting Scale

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### INTRODUCTION

Motivation may be regarded as something which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining specific goal or purpose. Achievement motivation is one of types of motivation which refers to the behaviour of an individual, who strives to accomplish to do his best, to excel others in performance. Pupils with high achievement motivation are self-confident individuals who function well according to situation. Some peoples are moderately motivated while others are highly motivated. Desirable human behaviour is hardly possible without motivation which is regarded as an important factor in learning. The pre-condition of all good learning is urge from within and a clear picture of goal outside. "Achievement motivation refers to the behaviour of an individual, who strives to accomplish something to do his best, to excel others in performance". The main basis of achievement motivation is

achievement motive i.e. a motive to achieve, those who engage themselves in the task of achievement motive are said to work under the spirit of achievement motivation. Achievement motivation comes into picture when an individual knows that his performance will be evaluated, that the consequences of his/her actions will be either as success or failure and that good performance will produce a feeling of pride in accomplishment. Parenting style is a psychological construct representing standard strategies that parents used in their child rearing. Perception of parenting refers to how children perceive their parents. The quality of parenting can be more essential than the quantity of time spent with the child. Parenting styles are the representations of how parents respond and demand to their children. Parents create their own style from a combination of factors, and these may evolve over time as the children develop their own personalities and move through life styles. Parenting style has been defined as a global climate in which a family

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function and in which child rearing takes place. Psychologist Diana Baumrind (1997), identified three patterns of parenting- Authoritative, Authoritarian and Permissive. There are four main types of parenting styles- Authoritarian, Authoritative, Permissive-indulgent and Permissive-indifferent or Neglectful (Darling and Steinberg, 1993). Parents mould and shape their children into adults through their world of influence (Baumrind, 1971). Parenting can be explained in terms of two components such as parental responsiveness and parental demandingness (Fletcher, Wells, Cook, Madison, Bridges, 2008). Parents demandingness is the extent to which parents set guidelines for their children and how their discipline based on these guidelines. Parental responsiveness is the emotional characteristic of parenting responsiveness passes on the degree to which parents support their children and their children needs. Both parenting responsive and demanding have been linked to secure attachment in children (Karavasiis, Doyle and Markowitz, 2003).

Baumrind identified three styles viz. Authoritative, Authoritarian and Permissive with these concepts of responsiveness and demandingness in mind (Baumrind, 1971).

#### ***Authoritative Parenting***

Authoritative parent is combination of Demandingness and Responsiveness. They make logical demands, set limits, and insist on children's compliance, whereas at the same time, they are warm, accept the children's point of view and encourage the children's participation in decision making and often seek their children's views in family considerations and decisions (Berg, 2011), Weiss and Schwarz, 1996, Zupancic, Podlesek and Kavick, 2004). The authoritarian parenting styles of parents is Demanding and Unresponsive. They engage in little mutual interaction with the children and expect them to accept adults demands without any questions. Authoritarian parents connect love with success and are not as nurturing as the other two styles of parenting.

#### ***Authoritarian Parenting***

The authoritarian parenting styles of parents is Demanding and Unresponsive. They engage in little mutual interaction with the children and expect them to accept adults demands without any questions. Power assertive techniques of socialization (threats, commands, physical force, love withdrawal) use by authoritarian parents and restrain children self-expression and independence (Zupancic et al, 2004). Authoritarian parents connect love with success and are not as nurturing as the other two styles of parenting.

#### ***Permissive Parenting***

Permissive parenting comprises few clear and predictable rules because follow through is not constant and misconduct is ignored, neutral or positive affective tone. They give children a high level of freedom and do not restrain their behaviour unless physical harm is involved (Rossman and Rea, 2005). Permissive parenting exposes an overly tolerant approach for socialization with responsive and undemanding parenting behaviour. These parents are nurturing and accepting but at the same time, they avoid imposing demands and control over child's behaviour (Zupancic et al, 2004). Parenting style is of utmost importance in this world which is full of competition and has a direct relationship with the achievement motivation

of children. In the present research, researcher is interested to find out the relationships of different types of parenting styles viz: *Autocratic, Democratic, Accepting, Rejecting, Overprotecting and Overdemanding* with the achievement motivation among high school students. The researcher is interested in if there is a significant relationship between parenting styles and achievement motivation of children. The researcher is interested to find out which type of parenting style is best suited to the needs of the children so that they are highly motivated.

Achievement motivation has always been a topic of keen interest of psychologists and behavioural social scientists. Findings of some of the studies conducted in India and abroad have been given in the following paragraph.

Hoang (2007) studied the relations between parenting and adolescent motivation. Sample comprised of 140 students from a northern California public high school in the age group from 14-17 years. Findings of the study revealed that student's perceptions about their parental practices are related to their motivational attitudes and beliefs. These also indicate a negative relation between students reporting permissive parents and a self-reported adoption of a mastery orientation. Turner, Chandler and Heffer (2009) reported that parenting influence plays an important role in young adults' academic performance. Khan (2013) and Kavykishore and Ksheersagar (2014) also found that home environment has a profound effect on the achievement motivation of primary school female students. However, Starr (2011) and Ogwa (2014) reported that family type does not predict academic achievement motivation of students. In a study by Yarahmadi (2015), females perceived their parents being more authoritative than males indicating family functioning is not nearly so male-oriented. Rana and Kapoor (2017) found that female college students from rural areas perceived their parents as more accepting and caring in comparison to female college students from urban areas.

#### ***Significance of the Study***

Parents play a crucial role in the education of the child. They urge that their children reach to greater heights in this competitive world and for which they motivate their children right from their childhood so that they are motivated enough to achieve difficult goals. It is important both for the parents and teachers in a school to understand why promoting and encouraging achievement motivation from an early stage is essential. It is a consistent driving force of an individual to achieve success to certain standard of excellence in the competing situation. In the present world, children are more demanding so the role of parents becomes most important and of course a challenging one. Children perceive their parents from a different viewpoint and this can be attributed to different types of parenting styles. The parents can be autocratic, democratic, accepting, rejecting, overprotecting or over demanding. All these parenting styles affect the achievement motivation of children especially adolescents at high school stage. Review of related literature also reflected that students with high achievement motivation are more likely to have increased level of academic achievement and have lower dropout rates along with better "parents' involvement and support. So, the need was felt to conduct a study to know

about the type of parenting style as perceived by the children and how these styles affect the achievement motivation of high school students in District Poonch. This study would be significant for the parents, teachers, and policy makers because the results of the study provide information regarding which parenting styles have direct relationship with the achievement motivation and work towards the improvement of the quality of educational system as a whole.

**Objectives of the Study**

1. To find gender differences in achievement motivation among high school students.
2. To find gender differences in perceptions of parenting among high school students with respect to six subscales (*Democratic, Autocratic, Accepting, Rejecting, Overprotecting, Overdemanding*) of *Children's Perception of Parenting Scale* (CPPS).
3. To find gender differences in achievement motivation among high school students from rural areas.
4. To find gender differences in achievement motivation among high school students from urban areas.
5. To find gender differences in perceptions of parenting among high school students from rural areas with respect to six subscales of *Children's Perception of Parenting Scale* (CPPS).
6. To find gender differences in perceptions of parenting among high school students from urban areas with respect to six subscales of *Children's Perception of Parenting Scale* (CPPS).
7. To explore the relationship between achievement motivation and six subscales of *Children's Perception of Parenting Scale* (CPPS) among high school students

**Hypotheses**

1. There are no significant gender differences in achievement motivation among high school students.
2. There are no significant gender differences in perceptions of parenting among high school students with respect to six subscales (*Democratic, Autocratic, Accepting, Rejecting, Overprotecting, Overdemanding*) of *Children's Perception of Parenting Scale* (CPPS).
3. There are no significant gender differences in achievement motivation among high school students from rural areas.
4. There are no significant gender differences in achievement motivation among high school students from urban areas.
5. There are no significant gender differences in perceptions of parenting among high school students from rural areas with respect to six subscales of *Children's Perception of Parenting Scale* (CPPS).
6. There are no significant gender differences in perceptions of parenting among high school students from urban areas with respect to six subscales of *Children's Perception of Parenting Scale* (CPPS).
7. There are significant relationships between achievement motivation and six subscales of *Children's Perception of Parenting Scale* (CPPS) among high school students.

**METHODOLOGY**

**Method**

Descriptive Survey Method was used for the collection of data.

**Sample of the Study**

The population of the present study includes students studying in high schools of Tehsil Mendhar of District Poonch. In the present study, Random Sampling Technique was employed for collecting data of 250 students enrolled in high schools out of which 119 are males and 131 are females

**Tools Employed**

1. *Deo-Mohan Achievement Motivation (n-Ach) Scale* developed and standardized by Pratibha Deo and Asha Mohan (2011).
2. *Children Perception of Parenting Scale (CPPS)* developed and standardized by Anand Pyari and Raj Kumari Kalra (2005).

**Data Collection**

The data collected for the study was quantitative in nature. The quantitative data on achievement motivation and Children's Perception as measured by tools namely *Deo-Mohan Achievement Motivation Scale* (n-Ach, 2011) and *Children's Perception of Parenting Scale* (CPPS, 2005).

**Statistical Techniques Employed**

**In order to Analyze the data, the Following Statistical Techniques Have Been Employed**

1. Mean
2. Standard Deviation
3. *t*-Test
4. Pearson's Coefficient of Correlation.

**Findings**

**Gender Differences in Achievement Motivation among High School Students**

To compare the achievement motivation of male and female high school students; Mean, Standard Deviation and *t*-Test were computed. The results have been given in Table 1.

**Table 1** Mean, Standard-Deviation and *t*-value for the Achievement Motivation among High School Students with respect to their Gender

Achievement Motivation	Gender	N	Mean	S.D.	SE <sub>M</sub>	<i>t</i>
	Male	119	115.94	9.42	9.49	10.9
	Female	131	137.30	19.08	19.15	9*

\*- Significant at 0.01 level

Table 1 indicates that *t*-value is significant at 0.01 level of significance for achievement motivation among high school students with respect to their gender. Thus, it can be inferred that there are significant gender differences in the achievement motivation among high school students in favour of female students. Female students have been found to possess higher achievement motivation in comparison to male students.

It is clear from the mean scores in the Table 1 that female students have higher achievement motivation than male students. Therefore, Hypothesis number 1 stating no significant gender difference in the achievement motivation among high school students; stands rejected.

Gender differences in Perceptions of Parenting among High School Students with respect to six subscales of *Children's Perception of Parenting Scale* (CPPS)

To compare the perceptions of parenting among high school students with respect to gender on six subscales of *Children's Perception of Parenting Scale*; Means, Standard Deviations and *t*-values were calculated. The data obtained are given below in the Table 2

**Table 2** Means, Standard Deviations and *t* - values for the Perceptions of Parenting among High School Students with respect to Gender on Six Subscales of Children's Perception of Parenting scale.

Subscales	Gender	N	Mean	S.D.	SE <sub>M</sub>	<i>t</i>
<i>Democratic</i>	Male	119	22.93	2.31	.212	5.75*
	Female	131	24.64	2.39	.209	
<i>Autocratic</i>	Male	119	26.76	2.34	.215	4.10*
	Female	131	27.84	1.81	.258	
<i>Accepting</i>	Male	119	26.83	2.56	.235	3.55*
	Female	131	27.94	2.39	.209	
<i>Rejecting</i>	Male	119	23.06	2.14	.196	4.47*
	Female	131	24.35	2.36	.207	
<i>Overprotecting</i>	Male	119	23.63	2.01	.184	1.03#
	Female	131	23.89	1.87	.163	
<i>Overdemanding</i>	Male	119	23.26	3.11	.285	4.23*
	Female	131	24.84	2.78	.242	

\*- Significant at 0.01 level of significance

#- Not Significant at 0.05 level of Significance

Table 2 indicates that *t*-values for *Democratic* (5.75), *Autocratic* (4.10), *Accepting* (4.47), *Rejecting* (4.47) and *Overdemanding* (4.23) subscales of *Children's Perception of Parenting Scale* have been found significant at 0.01 level of significance, whereas the *t*-value for *Overprotecting* subscale (1.035) has not been found significant at 0.05 level of significance.

Table 2 shows that there are significant gender differences among the high school students on *Democratic*, *Autocratic*, *Accepting*, *Rejecting*, and *Overdemanding* subscales, whereas no significant gender difference has been found for *Overprotecting* subscale.

It is clear from the mean scores in the Table 2 that female students have perceived their parents better than male students on five subscales (*Democratic*, *Autocratic*, *Accepting*, *Rejecting* and *Overdemanding*), whereas no significant difference has been found in the perceptions of male students and female students for *Overprotecting* subscale.

Therefore, the hypothesis number 2 of the study stating no significant gender differences in the perception of parenting of high school students on six subscales; stands rejected with respect to five subscales (*Democratic*, *Autocratic*, *Accepting*, *Rejecting* and *Overdemanding*), whereas the hypothesis number 2; stands accepted for *Overprotecting* subscale.

Gender Difference in Achievement Motivation of Male students and Female students from Rural Areas

To compare the achievement motivation of male students and female students from rural areas studying in high Schools; Mean, Standard Deviation and *t*-value were calculated. The data obtained are given in Table 3.

**Table 3** Mean, Standard Deviation and *t*-value of Male students and Female students from Rural Areas Studying in High Schools

Achievement Motivation	Rural	N	Mean	S.D	SE <sub>M</sub>	<i>t</i>
	Male	60	116.05	9.03	1.16	7.02*
	Female	66	136.29	20.59	2.53	

\*- Significant at 0.01 level

Table 3 indicates that *t*-value is significant at 0.01 level of significance among high school students from rural areas. Thus, it can be inferred that there are significant differences in the achievement motivation among high school students from rural areas. It is clear from the mean scores in Table 3 that female students from rural areas have better achievement motivation than male students. Therefore, Hypothesis number 3 stating no significant differences in the achievement motivation among high school students from rural areas; stands rejected.

Gender Difference in Achievement Motivation of Male students and Female students from Urban Areas

To compare the achievement motivation of male students and female students from urban areas studying in high schools; Mean, Standard deviation and *t*-value were computed. The results obtained are given in Table 4.

**Table 4** Mean, Standard deviation and *t*-value of Male students and Female students from Urban Areas Studying in High Schools.

Achievement Motivation	Urban	N	Mean	S.D.	SE <sub>M</sub>	<i>t</i>
	Male	59	115.83	10.00	1.30	8.59*
	Female	65	138.32	17.68	2.19	

\*- Significant at 0.01 level

Table 4 indicates that *t*-value is significant at 0.01 level of significance among high school students from urban areas. Thus, it can be inferred that there are significant differences in the achievement motivation among high school students from urban areas.

Hence, it can be concluded that female students from urban areas have better achievement motivation than male students. Therefore, Hypothesis number 4 stating no significant differences in the achievement motivation of high school students from urban areas; stands rejected.

Gender Differences in Perceptions of Parenting among High school students from Rural Areas with respect to six subscales of *Children's Perception of Parenting scale*

To compare the perceptions of parenting among high school students from rural areas on six subscales (*Democratic*, *Autocratic*, *Accepting*, *Rejecting*, *Overprotecting* and *Overdemanding*) of *Children's Perception of Parenting Scale*; Means, Standard Deviations, and *t*-values were computed. The results obtained are given in the Table 5.

**Table 5** Means, Standard Deviations and *t* - values for the Perceptions of Parenting among High School Students from Rural Areas with respect to Six Subscales of Children's Perception of Parenting Scale

Subscales	Rural	N	Mean	S.D.	SE <sub>M</sub>	<i>t</i>
<i>Democratic</i>	Male	60	23.01	2.19	.283	3.42*
	Female	66	24.48	2.57	.316	
<i>Autocratic</i>	Male	60	26.61	2.29	.296	3.28*
	Female	66	27.86	1.96	.242	
<i>Accepting</i>	Male	60	26.45	2.70	.348	3.52*
	Female	66	28.00	2.23	.274	
<i>Rejecting</i>	Male	60	23.13	2.01	.259	3.07*
	Female	66	24.37	2.48	.305	
<i>Overprotecting</i>	Male	60	23.38	1.84	.237	1.30#
	Female	66	23.84	2.13	.262	
<i>Overdemanding</i>	Male	60	23.88	2.63	.340	2.24*

Female 66 24.92 2.57 .316

\*\* - Significant at 0.01 level of significance  
 #- Not Significant at 0.05 level of significance

Table 5 indicates that t-values for *Democratic* (3.42), *Autocratic* (3.28), *Accepting* (3.52), *Rejecting* (3.07) and *Overdemanding* (2.24) subscales of *Children's Perception of Parenting Scale* are found significant at 0.01 level of significance, whereas the t-value for *Overprotecting* subscale (1.30) has not been found to be significant at 0.05 level of significance.

Table 5 shows that there are significant gender differences in the perception of parenting among high school students from rural areas in *Democratic*, *Autocratic*, *Accepting*, *Rejecting*, and *Overdemanding* subscales, whereas no significant difference emerged for the *Overprotecting* subscale.

It is clear from the mean scores in the Table 5 that female students from rural areas have better perception of parenting than male students on five subscales (*Democratic*, *Autocratic*, *Accepting*, *Rejecting* and *Overdemanding*), whereas no difference has been found in the perceptions of male students and female students for *Overprotecting* subscale.

Thus the hypothesis number 5 stating no significant gender differences in the perception of parenting among high school students from rural areas on six subscales (*Democratic*, *Autocratic*, *Accepting*, *Rejecting*, *Overprotecting* and *Overdemanding*); stands rejected with respect to five subscales (*Democratic*, *Autocratic*, *Accepting*, *Rejecting* and *Overdemanding*), whereas the hypothesis number 5; stands accepted for *Overdemanding* Subscale.

Gender Differences in Perceptions of Parenting among high school students from urban areas with respect to six subscales of *Children's Perception of Parenting scale*

To compare the perception of parenting among high school students with respect to urban areas on six subscales of *Children's Perception of Parenting Scale*, Means, Standard Deviations, and t-values were calculated. The results obtained are given in the Table 6.

**Table 6** Mean, Standard Deviations and t - values for the Perception of Parenting among High School Students from Urban Areas with respect to Six Subscales of Children's Perception of Parenting scale.

Subscales	Urban	N	Mean	S.D.	SE <sub>M</sub>	t
<i>Democratic</i>	Male	59	22.84	2.44	.317	
	Female	65	24.81	2.20	.273	4.71*
<i>Autocratic</i>	Male	59	27.52	2.91	.379	
	Female	65	28.24	2.07	.257	2.59*
<i>Accepting</i>	Male	59	27.22	2.38	.310	
	Female	65	27.89	2.56	.317	2.63*
<i>Rejecting</i>	Male	59	23.00	2.28	.297	
	Female	65	24.32	2.26	.280	3.23*
<i>Overprotecting</i>	Male	59	23.89	2.15	.280	.119#
	Female	65	23.93	1.57	.195	
<i>Overdemanding</i>	Male	59	22.64	3.14	.448	
	Female	65	24.76	2.94	.371	3.67*

\* - Significant at 0.01 level of significance  
 #- Not Significant at 0.05 level of Significance

Table 6 indicates that t-values for *Democratic* (4.71) and *Rejecting* (3.23) and *Overdemanding* (3.67) subscales of *Children's Perception of Parenting Scale* with respect to urban areas have been found significant at 0.01 level of significance, Whereas the t-values of *Autocratic* (2.59) and *Accepting* (2.63)

have been found significant at 0.05 level of significance. However, the t-value of *Overprotecting* (.119) is not significant at 0.05 level of significance.

Table 6 depicts that there are significant gender differences in perception of parenting among the high school students from urban areas on *Democratic*, *Autocratic*, *Accepting*, *Rejecting* and *Overdemanding* subscales, whereas no significant difference emerged for *Overprotecting* subscale.

It is clear from the mean scores in the Table 6 that female students from urban areas have better perception of parenting than male students on five subscales (*Democratic*, *Autocratic*, *Accepting*, *Rejecting* and *Overdemanding*), whereas no difference has been found in the perceptions of male students and female students for *Overprotecting* subscale.

Thus the hypothesis number 6 stating no significant differences in the perception of parenting among high school students with respect to urban areas on six subscales; stands rejected with respect to five subscales (*Democratic*, *Autocratic*, *Accepting*, *Rejecting* and *Overdemanding*), whereas the hypothesis number 6; stands accepted for *Overprotecting* subscale.

Relationship between Achievement motivation and six subscales of *Children's Perception of Parenting Scale* among high school students. To establish the relationship between achievement motivation and six subscales of *Children's Perception of Parenting Scale*, Pearson's Coefficient of correlation has been computed. The values of coefficients of correlation obtained are given in the Table 7.

**Table 7** Pearson Coefficients of correlation (r) for achievement motivation and six subscales of *Children's Perception of Parenting Scale* (CPPS) among high school students

Subscales	Achievement motivation(r)
<i>Democratic</i>	0.18*
<i>Autocratic</i>	0.10#
<i>Accepting</i>	0.18*
<i>Rejecting</i>	-0.18*
<i>Overprotecting</i>	-0.03#
<i>Overdemanding</i>	-0.14#

N=250 \* -Significant at 0.01 level  
 #- Not Significant at 0,05 level

Table 7 indicates following results as under

1. The value of coefficient of correlation (r = 0.18) between *Democratic* subscale and achievement motivation is positive, but low correlation and significant at 0.01 level. Hence, *Democratic* subscale is positively correlated with achievement motivation.
2. The value of coefficient of correlation between *Autocratic* (r = 0.10) subscale and achievement motivation is positive, but negligible correlation and not significant at 0.05 level. Hence, *Autocratic* subscale is not correlated with achievement motivation.
3. The value of coefficient of correlation between *Accepting* (r = 0.18) subscale and achievement motivation is positive, but low correlation and significant at 0.01 level. Hence, *Accepting* subscale is positively correlated with achievement motivation.
4. The value of coefficient of correlation between *Rejecting* (r = - 0.18) subscale and achievement motivation is negative, but low correlation and

significant at 0.01 level. Hence *Rejecting* subscale is correlated with achievement motivation.

5. The value of coefficient of correlation between *Overdemanding* ( $r = -0.03$ ) subscale and achievement motivation is negative but negligible correlation and not significant at 0.05 level. Hence *Overdemanding* subscale is not correlated with achievement motivation. The value of coefficient of correlation between *Overprotecting* ( $r = -0.14$ ) subscale and achievement motivation is negative, but negligible correlation and not significant at 0.05 level. Hence *Overprotecting* subscale is not correlated with achievement motivation.

Hence, it can be concluded that there are significant relationships between achievement motivation and three subscales (*Democratic*, *Autocratic* and *Accepting*) of *Children's Perception of Parenting Scale*, whereas no significant relationship have been found for three subscales (*Autocratic*, *Overdemanding* and *Overprotecting*) of *Children's Perception of Parenting Scale*.

Therefore, Hypothesis no 7 stating significant relationships between achievement motivation and six subscales of *Children's Perception of Parenting Scale* among high school students; stands accepted on *Democratic*, *Accepting* and *Rejecting* subscales, whereas Hypothesis no. 7 stands rejected for *Autocratic*, *Overprotecting* and *Overdemanding* subscales.

## CONCLUSIONS AND DISCUSSION

The present study revealed that there is significant difference in the achievement motivation among high school students and female students have better achievement motivation than male students. Study by Kishan and Saroja (2010) also reported the similar results. Awasthi (2002) have reported results contrary to the above study stating that male students have higher achievement motivation than female students. Ali, Javed and Rehman (2012) reported no significant differences in the achievement motivation among male students and female students. Female students studying in high schools perceived their parents better than male students. Study by Rai and Pandey (2009) reported no significant differences in the perception of parenting of male students and female students. However, study by Chandrasekaran (2008) reported results contrary to the present study.

Female students from rural as well from urban areas have been found to possess higher achievement motivation than male students. Study by Kishan and Saroja (2010) also reported the similar results. Female students from rural as well from urban areas have been found to perceive their parents better on the six subscales of *Children's Perception of Parenting Scale*. Studies by Suman and Umapathy (2003), Edwards and Rapee (2007); Mofrad, Abdullah, and Samah, (2009) reported results similar to the present study. There is a significant correlation between achievement motivation and three subscales (*Democratic*, *Accepting* and *Rejecting* subscale) of *Children's Perception of Parenting Scale*. Study by Acharya and Joshi (2011) reported results similar to the present study

### EDUCATIONAL IMPLICATIONS OF THE STUDY

Female high school students from rural and urban areas have higher achievement motivation than male students. This

difference in achievement motivation may be due to the differences in personality traits of male students and female students. Female students are more submissive, emotionally mature and more focussed in their academics, do maximum efforts in academics to please their parents and teachers. It is necessary on the part of parents, teachers and community members to support the female students and at the same time empower the male students to increase their level of achievement motivation.

Female high school students from rural and urban areas perceived their parents better than male students. This may be due to the better involvement of parents and the result of changed attitude of the society toward female students. This means that female students enjoy more support and love from parents as compared to male students. It is due to the better interpersonal relations and conducive home environment which makes the perception of female students better than male students. It is important for the parents and teachers to develop better interpersonal relationships with male students so as to develop better understanding with them which will help in making their perceptions better so that they are able to channelize their energy in right direction.

Achievement motivation has a positive relationship with three subscales (*Democratic*, *Autocratic* and *Accepting*) of *Children's Perception of Parenting Scale*. This is of great help to the parents, teachers, educators, policymakers and administrators to adopt a style of parenting which will increase the achievement motivation of the high school students. Achievement motivation has a negative relationship with three subscales (*Rejecting*, *Overprotecting* and *Overdemanding*) of *Children's Perception of Parenting Scale*. This will help the teachers to aware the parents about the best type of parenting style to be adopted by the parents for better achievement motivation of their wards.

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