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# Effects Of Parents' Motivational Strategies On Academic Achievement Of Students In Pakistan

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## Abstract

Parents are one of the most vital and impressive elements on their offspring's lives. Therefore, the researcher conducted a research on parents' motivational strategies and their students' academic achievement. This study was survey type in nature. The aim of the research was to find out the impact of parents' motivational strategies on students' academic achievement at Secondary level in North Waziristan Tribal District. All the 10<sup>th</sup> class students of both public and private Schools in North Waziristan as a well as parents of the same students were the population of the study. The sample of the study was 440 (220 10<sup>th</sup> class students while 220 parents of the same students). Data was gathered through two separate detailed questionnaires from both students and their parents by using Likert scale. Data was entered in SPSS (Version 16.0); descriptive statistics frequency and percentage and Linear Regression were used to analyze the effect of parents' motivational strategies on students' academic achievement at Secondary level. The results concluded that there was clear effect of parents' role on students' academic achievement at Secondary level. Some recommendations were also given for further improvement.

**Keywords:** Parents, Students, Intrinsic, Extrinsic, Achievement, and Attitude Motivations, Pakistan.

## Introduction

Acharya and Joshi (2011) asserted that sensitive and educated parents intrinsically and extrinsically motivate students to take interest in their education and learning activities by polishing and promoting their passions, fun, self-fulfillment, enjoyment, autonomy and purposes towards quality education. Zhan (2006) found that parents teach their children (students) through introjected regulation as a key component of extrinsic motivation by developing their passions, self-control, ego-involvement, internal rewards and punishment. Veena and Shastri (2013) cited that parents adopt identified regulation as the vital part of extrinsic motivation i.e. giving them personal importance and conscious valuing to strengthen their confidence. Trusty (2003); and Lueneburg and Irby (2002) revealed that it's very essential and mandatory for parents to develop their children via autonomous motivation with its two key sub-parts: a) intrinsic motivation through which parents voluntarily and actively engage their children in educational and learning activities with full enjoyment, satisfaction, and interest and b) integrated motivation by indulging their children in such educational activities that enable them to understand and attain the desired values, objectives and goals for their educational importance. Sands and Plunkett (2005) illustrated that parents socially, biologically, cognitively, and emotionally motivate their children towards their better schooling. Narad and Abdullah (2016) stated that parents play a vital role in arising confidence and guts in their children by awarding them money, trophies, praises, and recognition via extrinsic motivation.

Rao, Barbara and John (2000); as well as Patrikakou (2004) demonstrated that students' educational standard and quality can be promoted and polished through fear-based, reward-based, and achievement-based motivation. Lee and Bowen (2006); and Pintrich (2000) pointed out that Maslow's Hierarchy of needs including physiological, safety, love/belonging, esteem, and self-actualization are quite ought for parents to get acquaintance about it for the well-being and progress of students and their practical lives. Bajwa (2006); as well as Krause, Bochner and Duchesne (2003) described that parents ensure opportunities for their children's/students' success assigning them easy and difficult tasks, giving positive feedback, and learning enthusiasm through different sources of motivation. Carpenter (2008); and Marchant, Paulson and Rothlisberg (2000) explained that parents always motivate their children to prepare themselves for intense academic competition in the school by developing their overall personality, education, attitude, behavior and communication development including dealing with others and understanding society in a true spirit. Denhardt, Denhardt and Aristigueta (2008) said that it's very important and essential for parents to provide a warm and accepting home environment to their children by giving them clear feedback and directions, creating model for their success, providing students' strength and interest, and helping students/children that how and when they need to learn?

Chabra and Kumari (2011) found that it's the responsibility of parents to motivate their children/students by attending regular classes, and fulfill all other codal formalities related to their studies like assignments, presentations, quizzes, and tests as well as to exactly follow the instructions of their teachers accordingly. Grolnick, Friendly and Bellas (2009) stated that must motivate children/students to learn with concentration, follow their tutors'/teachers' instructions, learn to repeat and practice by listening and learning everyday in a true spirit. Gutman (2005); and Jeynes (2005) asserted that school children need motivation and encouragement from their parents and teachers to adopt positive learning environment, give time to their studies, take no stress, and

participate in all curricular and co-curricular activities for their educational progress and improvement in learning.

### Objectives of the Study

Following were the objectives of the study:

1. To identify the parents' motivational strategies and the academic achievement of Secondary School students' in North Waziristan Tribal District.
2. To find out the impact of parents' motivational strategies on Secondary School students in North Waziristan.
3. To give recommendation about the parents' role regarding children education in North Waziristan.

### Research Hypotheses

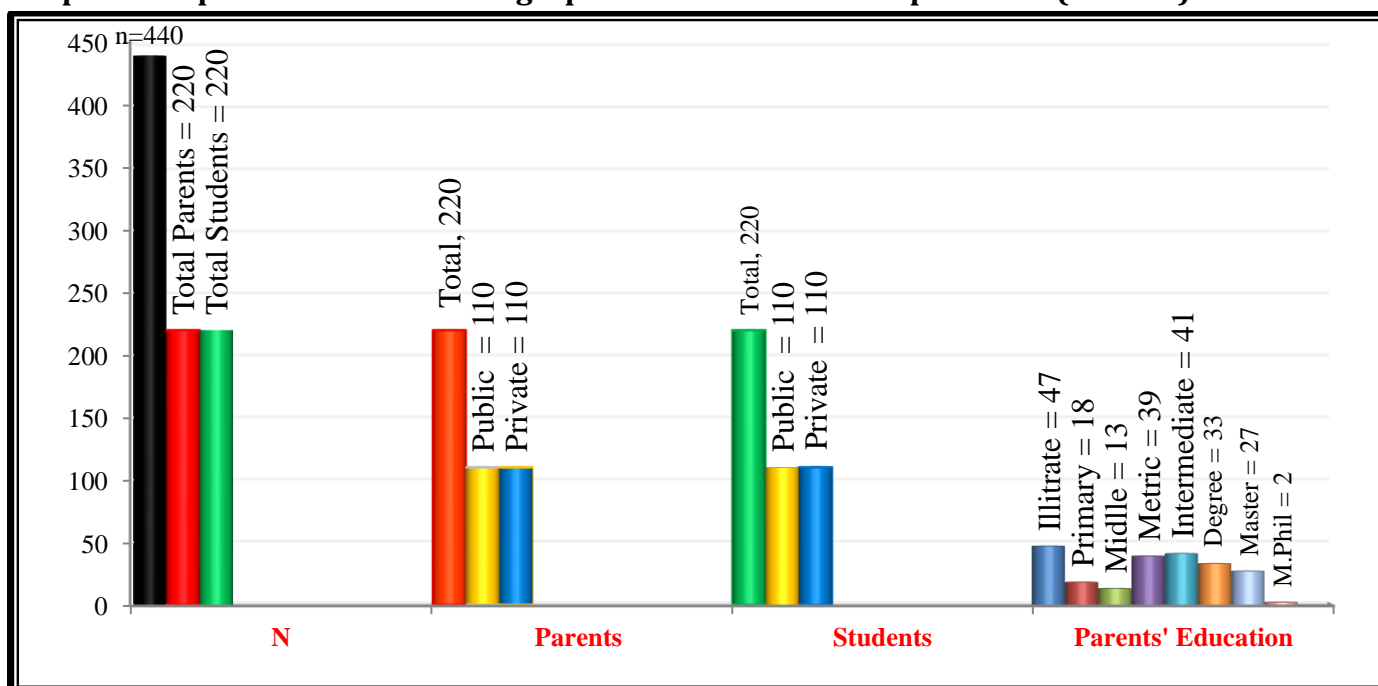
The null hypothesis used for this study is as follows.

1. There is no significant role of parents' motivational strategies regarding students' academic achievement of Secondary Schools in North Waziristan Tribal District.
2. There is no significant impact of parents' motivational strategies on students' academic achievement of Secondary Schools in North Waziristan Tribal District.

### Research Methodology

The study was survey type in nature. All 10<sup>th</sup> class students along with their parents of both (Public and Private) Secondary Schools in North Waziristan Tribal District, Khyber Pakhtunkhwa Pakistan were the population of the study in which the total numbers of (n = 440) respondents in which 220 (110 respondents from Public Secondary Schools and 110 respondents from Private Secondary Schools were taken as samples of the study), likewise, 220 respondents were parents (110 were the parents of Public Secondary Schools students and 110 Parents of Private Schools' students) were taken as samples of the study by applying John Curry (1984) sample size rule of thumb through stratified sampling technique.

### Graphical Representation of Demographic Information of Respondents (n = 440)



### Sample Size Rule of Thumb

Population	Sample Size
01-100	100%
101-1000	10%
1001-5000	5%
5001-10000	3%
10000 +	1%

**Source:** Curry, J. (1984), Professor of Educational Research, North Texas State University; Sample Size Rule of Thumb; Populations and Sampling, 7-4.

**Table 1** Parents' Motivational Strategies

**Hypothesis:** There is no significant role of parents' motivational strategies regarding students' academic Achievement of Secondary Schools in North Waziristan Tribal District

Statements	Views	Frequency	Percentage
Parents motivate their children through better performance.	Strongly Disagree	00	00%
	Disagree		
	Disagree	87	39.5%
	Undecided	14	6.4%
	Agree	78	35.5%
Parents motivate their children towards learning through rewards.	Strongly Agree	41	18.6%
	Strongly Disagree	00	00%
	Disagree		
	Disagree	78	35.5%
	Undecided	26	11.8%
Parents motivate their children towards learning by acquainting them regarding the advantages and importance of education.	Agree	102	46.4%
	Strongly Agree	14	6.4%
	Strongly Disagree	5	2.3%
	Disagree		
	Disagree	89	40.5%
Parents motivate their children towards learning by sharing them high Expectations.	Undecided	37	16.8%
	Agree	70	31.8%
	Strongly Agree	19	8.6%
	Strongly Disagree	00	00%
	Disagree		
Parents motivate their children to work hard.	Disagree	103	46.8%
	Undecided	19	8.6%
	Agree	93	42.3%
	Strongly Agree	5	2.3%
	Strongly Disagree	00	00%
Parents motivate their children to work hard.	Disagree	95	43.2%
	Undecided	23	10.5%

Agree	84	38.2%
Strongly Agree	18	8.2%

In table 1, the views of (n = 220, respondents (parents) were found 39.5% disagree, 6.4% undecided, 35.5% agree, 18.6% strongly agree and nobody was found strongly disagree about the statement that “Parents motivate their children through better performance”. Likewise, the views of parents regarding the statement “Parents motivate their children towards learning through rewards” were noted as 35.5% disagree, 11.8% undecided, 46.4% agree, 6.4% strongly agree, and no one responded strongly disagree about the said statement. Similarly, the views of parents were recorded as 2.3% strongly disagree, 40.5% disagree, 16.8% agree, 31.8% agree, and 8.6% strongly agree regarding the statement “Parents motivate their children towards learning by acquainting them regarding the advantages and importance of education”. The responses of parents were 46.8% disagree, 8.6% undecided, 42.3% agree, and 2.3% strongly agree and no response of was noted strongly disagree about the statement that “Parents motivate their children towards learning by sharing them high Expectations”. Likewise, the responses of the respondents about that statement that “Parents motivate their children to work hard” were 43.2% disagree, 10.5% undecided, 38.2% agree, 8.2% strongly agree, and no response of strongly agree was noted about the said statement.

**Table 2** Parents’ Motivational Strategies (Motivation of Children through Better Performance)

**Hypothesis:** There is no significant relationship between parents’ motivational strategies and students’ academic achievement of Secondary Schools in North Waziristan Tribal District

Dependent Variable	Independent variable	R	R Square	F-value	P-value	Beta Score	Sig
Academic Achievement	Parents motivate their children towards learning through rewards.	.320	.102	24.832	.000	.320	.000

According to table 2, Predictor was Parents motivate their children through better performance, the value of R=.320, R Square=.102, F-value=24.832, P-value=.000, Beta Score was .347 and Sig value was .000. The value of R<sup>2</sup> was .102 and it was the square of multiple R (.320)<sup>2</sup>. F-value was 24.832 which was significant at .000 of significance. Similarly Beta score .320 was significant at P-value (.000) level of significance. The above statistical presentation rejects Ho2 which certified the interrelationship between motivation of children through better performance and students’ academic achievement.

**Table 3** Parents’ Motivational Strategies (Motivation of Children through Rewards)

**Hypothesis:** There is no significant relationship between parents’ motivational strategies and students’ academic achievement of Secondary Schools in North Waziristan Tribal District

Dependent Variable	Independent variable	R	R Square	F-value	P-value	Beta Score	Sig
Academic Achievement	Parents motivate their children towards learning through rewards	.260	.068	15.812	.000	.260	.000

Table 3 revealed that Predictor was motivation of children through rewards, the value of R=.260, R Square =.068, F-value =15.812, P-value =.000, Beta Score =.260 and Sig =.000. The value of R Square was .068 and it was the square of multiple R (.260)<sup>2</sup>. F-value was 15.812 which was found significant at .000 of significance. Similarly Beta score .260 was noted significant at .000 level of significance. The above statistical presentation rejected the Ho2 which certified the interrelationship between parents' motivation of children through rewards and students' academic achievement.

**Table 4** Parents' Motivational Strategies (Motivation of Children through Advantages and Importance of Education)

**Hypothesis:** There is no significant relationship between parents' motivational strategies and students' academic achievement of Secondary Schools in North Waziristan Tribal District

Dependent Variable	Predictor	R	R Square	F-value	P-value	Beta Score	Sig.
Academic Achievement of students	Parents motivate their children towards learning by acquainting them regarding the advantages and importance of education	.088	.008	1.19	.191	.088	.000

Table 4 indicated that Predictor was motivation of children through advantages and importance of Education. The value of R was .088, R Square (.008), F-value (1.19), P-value was .191, Beta Score (.088) and Sig (.000). The value of R<sup>2</sup> was (.008) and it was the square of multiple R (.088)<sup>2</sup>. F-value was 1.19 revealing significant at (.000) of significance. Similarly Beta score was (.088) which was significant at (.191) level of significance. The above statistical presentation accepted the Ho2 certifying that there was no relationship between advantages and importance of education and students' academic achievement.

**Table 5** Parents' Motivational Strategies (Motivation of Children by Sharing Them High Expectations)

**Hypothesis:** There is no significant relationship between parents' motivational strategies and students' academic achievement of Secondary Schools in North Waziristan Tribal District.

Dependent Variable	Predictor	R	R Square	F-value	P-value	Beta Score	Sig.
Academic Achievement of students	Parents motivate their children towards learning by sharing them high Expectations.	.080	.006	1.16	.235	.080	.000

Table 5 showed that Predictor was motivation of children by sharing them high expectations, the value of R=.080, R Square =.006, F-value =1.16, P-value =.235, Beta Score =.080 and Sig =.000. The value of R square was .006 and it was the square of multiple R (.080)<sup>2</sup>. F-value was 1.16 which was significant at .000 of significance. Similarly Beta score was .080 and significant at .235 level of significance. The above statistical presentation accepted Ho2 certifying that there was no relationship between motivation of children by sharing them high expectations and students' academic achievement.

**Table 6** Parents' Motivational Strategies (Motivation of Children to Work Hard)

**Hypothesis:** There is no significant relationship between parents' motivational strategies and students' academic achievement of Secondary Schools in North Waziristan Tribal District

Dependent Variable	Predictor	R	R Square	F-value	P-value	Beta Score	Sig.
Academic Achievement of students	Parents motivate their children to work hard.	.163	.027	5.973	.015	.163	.000

According to table 6, Predictor was motivation of children to work hard. The value of R=.163, R Square =.027, F-value =5.973, P-value =.015, Beta Score =.163 and Sig =.000. The value of R square is .027 and it was the square of multiple R (.163)<sup>2</sup>. F-value was 5.973 that was significant at .000 of significance. Similarly Beta score (.163) that was significant at .015 level of significance. The above statistical presentation rejected the Ho2 which certified the correlation between parents' motivation of their children to work hard and students' academic achievement.

**Table 7** Parents' Motivational Strategies

**Hypothesis:** There is no significant relationship between parents' motivational strategies and students' academic achievement of Secondary Schools in North Waziristan Tribal District

Dependent Variable	Predictor	R	R Square	F-value	P-value	Beta Score	Sig.
Academic Achievement of students	Parents' Motivational Strategies	.347	.120	29.802	.000	.347	.000

Table 7 illustrate that Predictor was parents' motivational strategies, the value of R=.347, R Square =.120, F-value =29.802, P-value =.000, Beta Score =.347 and Sig =.000. The value of R square was .120 and it was the square of multiple R (.347)<sup>2</sup>. F-value was 29.802 which was significant at .000 of significance. Similarly Beta score was .347 and was significant at .000 level of significance. The above statistical presentation rejected the Ho2 certifying the correlation between parents' motivational strategies and students' academic achievement.

### Discussion

The results of the current study indicated that there was effect of parents' motivational strategies on students' academic achievement in North Waziristan Tribal District. According to the results of the existing study, motivation was a parameter comprising of children encouragement towards better performance, giving rewards to those students who showed better academic performance, acquainting students about the advantages of education, sharing expectations with students (children), and motivating children (students) to work hard. 35.50% respondents were found agree about parents' encouragement their children towards for showing better academic performance, 46.40% respondents were noted agree that parents were giving rewards to their children on their better academic performance, 31.80% respondents revealed that parents were found quite sensitive to aware their children about advantages of education, 42.30% respondents narrated that parents shared their high expectations with their children for motivating them to show better academic performance, and 38.20% respondents stated that parents motivated their children to work hard.

Majority of the respondents revealed that parents' motivational strategies were very effective in motivating their children towards better academic achievement in North Waziristan Tribal district as shown in the graph below. The null hypothesis "There is no significant relationship between parents' motivational strategies and students' academic achievement of Secondary Schools in North Waziristan Tribal District" was rejected. Likewise, the null hypothesis about giving rewards to students on their better performance was also rejected. Furthermore, hypotheses regarding acquainting their children about the advantages of education, and parents sharing their high expectations with children were accepted. Moreover, the null hypothesis about parents motivating their children to work hard was rejected. Overall, the null hypothesis "There is no significant relationship between parents' motivational strategies and students' academic achievement of Secondary Schools in North Waziristan Tribal District" was rejected.

According to the previous studies by Dembo (1994); and Urdan and Maehr (1995) that parents enhance students' stamina and interest towards their better education through extrinsic motivation such as rewards and punishment. Gottfried, Fleming and Gottfried (1994); and Singh et al., (1995) asserted that



parents are ought to participate in different motivational workshops, seminars, conferences, and training to know and get acquaintance that how to work with children? How to be good role models for their children, and how to demonstrate well with beautiful tone, pleasant and creative manners. Halle, Kurtz and Mahoney (1997); and Patrikako (1997) highlighte their children through intrinsic motivation by doing complicated and puzzled words for the purpose to solve their problems by themselves in their lives and careers. Henderson and Berla (1994); and Schultz and Schultz (1994) explained that intrinsic, extrinsic, achievement, and attitude motivations are all highly significant for parents and teachers to implement it on students in schools for the well-being and overall personality development of students. Rossi (1965); and Peng and Lee (1992) found that parents' motivation enable children to maintain their confidence.

### **Conclusions**

The researcher concluded that it's very important for parents to motivate their children towards learning and show better performance by showing brilliant academic achievement. The researcher further concluded that parents are ought to promote and enhance the quality of their children education through intrinsic, extrinsic, achievement, and attitude motivations etc. The researcher highlighted that parents' ignorance in their children schooling had very effects on their children educational standard and quality due to which the children of careless parents always show low and poor learning performance as well as unsatisfactory academic score.

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