Achievement motivation is defined as a disposition to strive for success and/or the capacity to experience pleasure contingent upon success. It involves a concern for competition with some standard of excellence (Atkinson, 1957). Early child rearing practices exert the most direct influence upon acquisition of achievement motivation (McClelland, 1967; Sears, Macoby & Levin, 1957; Witerbottom, 1958). But besides these variables certain socio-economic variables such as parents’ level of education and their occupation and income, influence the achievement motivation of adolescents. Thus, the purpose of the present investigation was to study the influence of parental education level on achievement motivation of adolescents. A total of 200 intermediate students belonging to parents having four levels of education (high school, intermediate, graduation and post graduation) were administered Deo-Mohan achievement motivation scale. The result indicated that parental education level influences the achievement motivation in academic area. Higher the level of parental education, better the achievement motivation in academic area. Other areas were not found to be significantly influenced by the level of fathers' and mothers' education.

The home environment factors such as family level of encouragement, expectations and educational activities in the home is related to socio economic status of the family (Song & Hattie, 1984). Families from different socio economic group create different learning environment that affects child’s achievement motivation.

Murray (1938) described achievement motivation as a desire to accomplish something difficult, to overcome obstacles and attain a high standard, to excel one self. Burger (1997) indicated that high achievers are moderate risk takers and have an energetic approach to work. In other words, achievement motivation has been defined as the reintegration of affect aroused by cues in situations involving standard of excellence (McClelland, Atkinson, Clark and Lowell, 1953). Such standard of excellence typically learned from parents who urge the child to compete against the standards. Parent’s education influences parent's skill, values, and knowledge of the educational system, which, in turn influences their educational practices at home. Parents with more education talk and use more varied languages which influence language skill of the child (Hoff, 2003).

Parents with more education also have higher expectation for their children’s education which facilitate the greater educational attainment for their children (Alexander, Entwisle & Bedinger, 1994). Well educated parents are involved more in their children’s

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education than less educated parents. (Grolnick & Slowiaczek, 1994; Stevenson & Baker, 1997) Such parental involvement in children’s education is fruitful. The more actively involved parents are in their children’s education, the higher their children’s perceptions of competence and better they perform in school and enhance their achievement motivation.

Many studies have demonstrated the direct positive effect of parent’s education on achievement of adolescents (Jimerson, Egeland & Teo, 1999; Kohn, 1963; Luster, Rhoades & Hass, 1989). Researches also show that parent’s education is related to warm social climate in the home. Klebanov, Gunn and Duncan (1994) found that both mother’s education and family income were important predictors of the physical environment and learning experiences in the home. But mother’s education alone predicts the warmth in the family. Similarly Smith, Gunn, and Klebanov (1997) also found the association between parent’s education and children's academic achievement was mediated by the home environment. Corwyn and Bradley (2002) also indicated that maternal education had the most direct influence on cognitive and behavioral development of the child.

Research has revealed that highly educated mothers' have greater success in providing their children with cognitive and language skills. Parents who are more educated generally display more positive value towards education, achievement and social mobility; and usually set higher carrier goals for their child. Richard and David (1967) argued that parental level of education influences parental involvement, support and expectation for their children. In turn these parental involvement, support and expectation influence achievement motivation of adolescents. Thus education, occupation and income of parents are important factor which influence the achievement motivation of children.

Some studies have also shown weak relationship between parent’s education and achievement generally in less developed countries. Hao and Burns (1998) argued that family income, education and occupation is less influential for achievement motivation of adolescents than parental interaction with children, involvement in their children’s education and expectation for their children. Maya (2001) also found that parental level of education did not have significant effects on adolescents' achievement motivation. Thus parents’ education and income levels are not important determinants of students’ achievement motivation in comparison to parental support and encouragement.

In the above presented review, the majority of researches indicate the positive affect of fathers and mothers education on achievement motivation of the adolescents. However, some other studies have reported parents’ education less effective than parent-child relationship, support, involvement and expectation in less developed countries. These controversial findings raise question about the influence of parents’ education on achievement motivation of the adolescents. Earlier studies have been
undertaken to explore the influence of parents’ (both father and mother) education together. Further, most of the studies have established the relationship between parents’ education and overall achievement motivation. The present investigation explores the influence of education of father and mother separately on different areas of achievement motivation i.e., academics, general interest, dramatics and sports.

Objectives

a) To study the influence of mothers’ educational level on adolescents’ achievement motivation in four areas viz academic, general interest, dramatics and sports.

b) To study the influence of fathers’ educational level on adolescents’ achievement motivation in four areas viz academic, general interest, dramatics and sports.

Hypotheses

a) Mothers’ educational level would affect the achievement motivation of adolescents in academic area.

b) Fathers’ educational level would affect the achievement motivation of adolescents in academic area.

Method

Sample

Two hundred male and female adolescents of class XI and XII (16 to 19 years) studying in different schools of Varanasi City volunteered for the present study. These adolescents were selected in four groups (50 in each) on the basis of education level of their parents i.e., post graduation, graduation, intermediate, and high school. Information regarding the parents’ education was obtained from the participants. The participants belonged to three streams, viz. science, arts and commerce.

Tool

Deo-Mohan achievement motivation scale (1985) was used to measure the achievement motivation of adolescents. There were 50 items in the questionnaire which measure four area of achievement motivation i.e., academic, dramatics, General Interest and Sports. The reliability of the scale was obtained through test retest method. The reliability coefficients were found to be .69 and .78 for male and female groups respectively. Cronbach’s coefficient alpha for overall male and female was found to be 0.86.

Data Analysis

The data was analyzed by using parametric statistics. Mean, SD and one way ANOVA was used for the analysis of the data. The analysis was done by using SPSS, version 11.01.

There were four groups of respondents based on the level of their parents’ education (post graduate, graduate, intermediate, high school) and four areas of achievement motivation (academic, general interest, dramatics and sports) in the present study. Table-1 shows that mothers’ education significantly affected the academic area of achievement motivation. The close look at the table of ANOVA indicates that the value of F-ratio for the academic area of
achievement motivation is 4.62 and found to be significant at .01 level, but the F-ratios for other three areas, i.e., general interest, dramatics and sports are not found to be significant. The mean scores of academic motivation of adolescents found to be 127.34, 121.18, 120.28, and 114.94 for post graduate, graduate, intermediate, and high school educated mothers respectively. The comparison of mean scores makes it clear that the levels of mothers’ education have positive effect on achievement motivation in academic area. Higher level of mothers’ education leads to higher level of achievement motivation in academic area but not in other areas like dramatics, sports and general interest. The positive effect of father’s education is clearly demonstrated in Table 2. There is a significant difference between four groups (F = 9.97) which is highly significant (p < .001). In other words, adolescents of highly educated fathers are more motivated in academic area than those adolescents whose fathers are less educated. Other three areas remained
unaffected by the level of fathers’ education. The comparison of mean scores of academic area makes it apparent that adolescents of post graduate and graduate fathers scored higher as compared to the adolescents of intermediate and high school educated fathers.

**Discussion**

Review of the literature shows that there is a positive correlation between maternal education and children's academic achievement. Some studies explain the relationship through genetic factors between mothers' education and child's academic achievement motivation. Higher maternal education is related to high intelligence level of mother which is inherited by child and leads to high level of academic achievement. Some studies also provide environmental explanation for the positive effect of mother education on child’s achievement motivation.

### Table 2: Achievement motivation scores of adolescents of fathers having different education level

<table>
<thead>
<tr>
<th>Achievement motivation</th>
<th>Fathers education</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>academic</strong></td>
<td>post graduate</td>
<td>50</td>
<td>127.96</td>
<td>11.57</td>
<td>9.97***</td>
</tr>
<tr>
<td></td>
<td>graduate</td>
<td>50</td>
<td>129.00</td>
<td>16.20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>intermediate</td>
<td>50</td>
<td>121.18</td>
<td>18.23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>high school</td>
<td>50</td>
<td>113.38</td>
<td>17.80</td>
<td></td>
</tr>
<tr>
<td><strong>General interest</strong></td>
<td>post graduate</td>
<td>50</td>
<td>10.74</td>
<td>2.99</td>
<td>0.42</td>
</tr>
<tr>
<td></td>
<td>graduate</td>
<td>50</td>
<td>10.92</td>
<td>2.86</td>
<td></td>
</tr>
<tr>
<td></td>
<td>intermediate</td>
<td>50</td>
<td>11.40</td>
<td>3.36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>high school</td>
<td>50</td>
<td>10.88</td>
<td>3.24</td>
<td></td>
</tr>
<tr>
<td><strong>dramatics</strong></td>
<td>post graduate</td>
<td>50</td>
<td>5.82</td>
<td>1.85</td>
<td>0.38</td>
</tr>
<tr>
<td></td>
<td>graduate</td>
<td>50</td>
<td>5.58</td>
<td>1.70</td>
<td></td>
</tr>
<tr>
<td></td>
<td>intermediate</td>
<td>50</td>
<td>5.70</td>
<td>2.19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>high school</td>
<td>50</td>
<td>5.44</td>
<td>1.70</td>
<td></td>
</tr>
<tr>
<td><strong>sports</strong></td>
<td>post graduate</td>
<td>50</td>
<td>14.14</td>
<td>3.69</td>
<td>0.81</td>
</tr>
<tr>
<td></td>
<td>graduate</td>
<td>50</td>
<td>14.30</td>
<td>3.42</td>
<td></td>
</tr>
<tr>
<td></td>
<td>intermediate</td>
<td>50</td>
<td>13.68</td>
<td>4.52</td>
<td></td>
</tr>
<tr>
<td></td>
<td>high school</td>
<td>50</td>
<td>13.20</td>
<td>3.86</td>
<td></td>
</tr>
</tbody>
</table>

***P<.001, **p<.01,*p<.05
Well educated parents are more involved in their children's education as compared to less educated parents (Groblack & Slewisaczek, 1992; Stevensen & Baker, 1987). Such parental involvement in child education is fruitful. The more involvement of parents increases the children's perceptions of competence, and enhances their performance in school settings (Gottfried 1991; Groblack & Slewisczak, 1994, Stevensen & Baker 1987). The Table 1 shows that the level of mothers' education affects the achievement motivation of adolescents in academic area. The mother-child relations have been considered to be important in all aspects of child's achievement motivation. If the mother is educated, her children will do better in academic area and will have high achievement motivation.

Education of father also plays an important role in the development of achievement motivation in academic area of adolescents. Behavior of adolescents guided by achievement motivation is positively correlated with the level of parents' education, especially education of father. Hansley and Eligabeth (1982) found that father's education had strong influence on academic achievement of girls in early grades, whereas its effect on boys' academic achievement was seen in later grades. The results of the Table 2 reveal that there is significant difference in four groups of adolescents based on father's education level. Higher the level of father's education, better the achievement motivation of adolescent in academic area. The demographic characteristics of home like family income, occupation, residence, type of school, neighborhood opportunities and learning opportunities are affected by the fathers' occupation and educational level, which intern influences the child's motivation towards education.

Parents with higher education make sure that their children would have lots of educational opportunities in their communities. Highly educated parents give more support and encouragement to their children which enhance adolescents' academic motivation. Whatever parents learn during their education influences the way in which they interact with their children and learning activities in the home (Brody, Stoneman, & Flor, 1995; Corwyn and Bradley, 2002; Davis-Kean, 2005; Davis-Kean, Malanchuk, Peck, & Eccles, 2003; Hoff et al. 2002). Achievement motivation in other areas are not significantly influenced by parents' education probably because motivation in dramatics, general interest and sports of the child is influenced by other factors such as their interest in dramatics and sports, their aptitude and opportunities for extracurricular activities in the school than parents' education.

Conclusions

Education plays a vital role in enhancing the level of thinking and standard of living. Educated parents transfer the value of education to their children which intern affect the aspiration level and achievement of the child. The present paper was designed to address the following questions: Does the parents' educational level have significant influence on achievement motivation of adolescents in four areas viz. academic, general interest, dramatics and sports. In the view of results obtained from the analysis of the data, the following conclusions could be drawn from the present study:

1. Mothers' educational levels significant effect on the achievement motivation of the adolescents in academic area. Achievement motivation in academic area was found more among adolescents belonging to post graduate
and graduate mothers as compared to intermediate and high school educated mothers.

2. Fathers' educational level has significant effect on the achievement motivation of the adolescents in academic area. Achievement motivation in academic area was found more among adolescents belonging to post graduate and graduate fathers than intermediate and high school educated fathers.

Why children succeed or fail in school is most enduring question for educational research. The findings of present study and earlier researches supported the notion that parents' education is one of the most important factors influencing child's achievement motivation. Highly educated parents have greater success in providing their children with the cognitive and language skills that contribute to early success in school.

The relationship of parents' education to their children's achievement motivation in academic area is mediated by parents' beliefs and behaviors. There is still much to understand about what aspect of parental beliefs and behaviors are likely to be influenced by their educational experiences and how these parental beliefs and behaviors actually influence children's achievement motivation in academic area.

References
vocabulary development via maternal speech, *Child Development*, 7 (5), 1368-1378.


