Exploring Parental Support and Achievement Motivation to Differently Abled Students

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Abstract

Parental support plays an important role for potential education and psychological support for students. Parental support to differently abled child is very demanding and challenging. Differently abled students need individual attention, emotional support and motivation to live independently and participate fully in all aspects of life. Achievement motivation undouble helps in chasing the desired goals of a learner. The aspiration to be admired and rewarded is a step towards achievement motivation. Basically achievement motivation leads us towards the path of productivity and to live a respectful life. Motivation is closely related to self acceptance and properly planned skills. The present paper is designed to study how parental support and achievement motivation helps in self acceptance and success of differently abled secondary school students. This paper is an extract of M.Phil Dissertation.

Key words: Parental Support, Achievement Motivation, Differently Abled Students.

Introduction

All children are different in one way or another. It is quite natural that one should not be marginalized, left out of things, cut out off from their fellows or side lined on the basis of being differently abled. These children need support and opportunities for bringing them to an integrated group of able bodied and differently abled studying together. Ultimate aim is to create an environment that allows every individual from childhood to grow together respecting the differences. The key of eventual success lies in the willingness of parents to encourage students whenever their performance shifts in a positive direction.

Parents of differently abled students undoubtedly have bigger and unique challenges to face. These challenges become tougher due to their concern about the attitude and acceptance of other students and those student’s parents. One of the main concerns is accepting the child as he or she is because nobody is perfect anyway, and nobody is perfect than anybody else. A differently abled student needs special attention due to his or her different abilities. In the present study parental support is defined as a key dimension of parenting behaviour towards the child such as acceptance, giving physical affection, encouraging, and expecting achievement from student that indicates that he or she has ability to do excellence in every field.
Parental support encourages the child to take steps towards accomplishing a goal and improvement. Parental support helps differently abled student’s to know their hidden talent and capabilities to excel in their life. Parental love, care and affection make a differently abled student more competent and highly motivated for the achievement of their desired goals. Parents are the only adults who support their children throughout the school carrier by bringing their years of experiences in other professions and aspects of life to the process of education and motivating them.

A differently abled student defined by United Nation a person is unable to recognise that there is something that makes him different from the normal individuals either congenitally or physically. Being differently abled challenges the mental sickness of social construct that make fun of the children who are different from others. Today differently abled is a preferred term to disabled or handicapped as it is more appropriate and less derogatory and it was first proposed in 1980’s. It is quite clear that Differently abled person despite of certain disabilities are self-accomplished and determinant to do all the tasks that a normal person can do and that too with more perfection with a slight difference in working capabilities.

Parental support has been given in a number of ways including financial support, availability of parents in the need of their children; support them in knowing themselves as well as making them socially competent. Parents provided with training to make them resourceful and for the better involvement as an educator for differently abled students. Parents’ love and affection make the student more self-reliant, confident and know the potential in spite of so much distraction experienced by differently abled students that he or she is not able to complete that work.

Students need motivation to become skilful and performing task within the given time duration in more competent manner. Achievement motivation in the similar manner is defined as the ladder to reach the aspired goal of students and to be skilful. Motivation is related to self acceptence and properly planned skills. Achievement motivation is necessary for succeeding in the tasks they undertake.
Parents’ expectations and believe in the capabilities of their children encourage them to know their competencies and their urge to be successful in life. The desire of having a successful life and welcoming the challenges in life is known as achievement motivation. It is clear that parental support is an important factor in achievement motivation of differently abled students. The higher level of achievement motivation leads to high level of achievement among differently abled students. Parental support and achievement motivation play a significant role in the academic development, psychological well being and self rated health of differently abled students. The study conducted by Andrew J. Martin (2009) declared that parental factor play a significant role in predicting student’s achievement motivation and engagement. Most importantly, academic developments of student have affirmed by these findings. The authoritative parenting influence both intrinsic motivation and self efficacy predicted academic performance. A study conducted by B. Siti (2018) explained that parents’ involvement significantly influences children’s motivation as well as achievement of children with special needs. M.J. Andrew & M. Marianne (2015) has revealed in their findings that Parental availability is necessary to influence human beings' adjustment from early to late adolescence. Mutodi & Hlanganipai Ngirande (2014) found that family support was the most significant factor that determines performance of learners. Further, it was found that academic achievement of the child is affected by the involvement of parents. From these studies it is analysed that the need for achievement is a motive to accomplish things and to be successful in performing tasks. As per Aristotle’s theory of imitation human beings learn through imitation. The children in the similar manner learn from their respecting parents as well as by coping their behaviour. The expectations parents have from their children are also said to be important in the development of achievement motivation.

**Conclusion**

Parental support is really a challenging task if it is related toward the achievement motivation of differently abled students due stereotype social concept. Society is not ready to accept the abilities of students in different aspects due to their narrow thinking. In India, it becomes more difficult due to the over burdened healthcare system, education obsessed with rote-learning and marks and superstitious society that promotes exclusion rather than inclusion. Research analysis reveals that academic achievement of differently abled students has been influenced by the participation of parents.
Students are not only influenced by their parents but also by other social factors including social environment and organisations. It has been analysed from studies that a significant number of researches on parental support and achievement motivation are done respectively but very few studies were conducted in relation to parental support and achievement motivation among differently abled students. This paper is aimed at giving the importance of parental support in the life of differently abled students for their achievement motivation. This paper views those with learning disabilities not as being disabled but as ‘differently abled’.

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