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A STUDY ON MOTIVATIONAL ENHANCEMENT AMONG ADOLESCENCE WITH SPECIAL REFERENCE TO VYPIN EDUCATIONAL SUB - DISTRICT OF KERALA

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Abstract: Adolescence is an important period, especially the late adolescence, because of their immediate effects on attitude and behaviour. It is important for physical and psychological effects. It is a transitional period, they have lots of confusion about the roles the individual is expected to play. Here they are searching for their own identity. It is the time of unrealistic aspirations, not only for themselves but also their families and friends, like more angry, hurt and disappointed they will be when they feel that others have let them down or that they have not lived up to the goals they set for themselves. Usually SSLC is considered as the milestone of adolescence life. But it changed and turned that Higher Secondary is the career turning time.

Schools and colleges also try to build up values that are in harmony with those held by adults. They put emphasis on developing intellectual skills and concept necessary for civic competences. Those who are active in the extracurricular activities of their schools and colleges get such practices, but those who are not active in this way - because they must take after school jobs or because they are not accepted by their peer- are deprived of this opportunity. Adolescence spend most of their time outside the home with members of peer group, it is understandable that peer should have a greater influence on adolescence attitude, speech, interests, appearances and behaviour than the family has. The peer group is the adolescent's real world. This study examines the relations between different motivating factors like, parents, teachers, and peers. How their motivation is enhanced in curricular and extracurricular activities. The main objectives here dealing with adolescence are to analyse the process of parental motivational enhancement, process of peer enhancement process of teachers enhancement among adolescence and to find the respondents expectations from the enhancement factors. Descriptive study is adopted in this study. The main finding will include in full paper

Keyword: Motivational factors, adolescence, parental motivation, teachers' motivation, peer Motivation.

INTRODUCTION:

STATEMENT OF THE PROBLEM

This is an era of extreme competence, due to high parental expectations, social demands, and peer approval, uncertainty in job sector and ever rising level of aspiration, adolescent is become highly vulnerable. "Until recently, most scholars believed that the early and especially preschool years of life were the most important period in the life course. Research on the biological and social factors influencing early adolescents was stimulated by results demonstrating that for many attitudes, behaviours, and accomplishments development in early years was not highly predictive of later developments"

Psychologically, adolescence is the age when the individual become integrated in to the society of adult, the age when child no longer feels that he is below the level of his elders but equal, at least in rights. This integration in to adult society has many affective aspects, more or linked with puberty. It also includes very profound intellectual changes. These intellectual transformation typical at the adolescence thinking enable him not only to achieve his integration into social relationships of adult, which is, in fact, the most

general characteristics of this period of development.

The family as the primary social institution has the lead role for wholesome development of the individual. If the family provides with the needs and desires of individuals he can do good. Now a day's family has no time to look for young generations

Schools and colleges also try to build up values that are in harmony with those held by adults. They put emphasis on developing intellectual skills and concept necessary for civic competences. Those who are active in the extracurricular activities of their schools and colleges get such practices, but those who are not active in this way - because they must take after school jobs or because they are not accepted by their peer- are deprived of this opportunity.

Adolescence spend most of their time outside the home with members of peer group, it is understandable that peer should have a greater influence on adolescence attitude, speech, interests, appearances and behaviour than the family has. The peer group is the adolescent's real world. This study examines the relations between different motivating factors like, parents, teachers, and peers. How their motivation is

enhanced in curricular and extracurricular activities.

REVIEW OF LITERATURE:

In a study conducted in Argentina on 271 male and female secondary school students from public private schools, Maria and Alejardo (2001) found that well-being is associated with personal projects, self-acceptance and good interpersonal relations (Maria, M.M and Alejardo, C.S (2001), A longitudinal community study was carried out by Trine Helman and Peter (2004) help to understand the role of stressful life events in the development of depressive symptoms in adolescents. (Trine, W., Helmen, B.A, and Peter (2004). Surveys were given to a sample of 271 seventh- and ninth-grade students. Path analyses showed that perceived school mastery goal structures and parent mastery goals predicted student mastery goal orientation, perceived school and parent performance goals predicted student performance-avoidance goal orientation, whereas performance-approach orientation was only predicted by perceived parent performance goals; perceived school and parent mastery goals predicted behavioral but not emotional engagement directly as well as indirectly through the mediation of student mastery goal orientation; behavioral and emotional engagement were predicted by student mastery goal orientation. Results are discussed in relation to current theory and their implications for promoting adaptive patterns of learning in the school and the family context. (Gonida, N, Voulala, 2009).

A study conducted by Rigby, K and Slee, P.T have indicated significant associations between relatively poor mental health of children and both perceived negative parenting and exposure to peer victimization at school. They examine their relative contribution to the mental status of adolescent school children. Questionnaires were administered to Australian school children (n=1432) aged 12–16 years. These contained reliable self-report measures of mental health parental bonding and degree of peer victimization. As predicted, multiple regression analyses indicated that low levels of perceived parental care, high parental control and frequent peer victimization were each significantly and independently associated with relatively poor mental health. Together, they accounted for some 17% and 27% of variance in the mental health status of adolescent boys and girls, respectively. Theoretical and practical implications of these findings are considered. (Rigby, K and Slee, P.T, 2007)

A study conducted by Vazou, Spiridoula and on “Predicting young athletes' motivational indices as a function of their perceptions of the coach- and peer-created climate”. Participants were 493 young athletes, age 12–17 years (M age=14.08; SD=1.29), from various individual and team sports. The findings provide evidence for the importance of peer-created MC in youth sport and suggest that both coach and peer influence should be considered in future research on young athletes' self-perceptions and motivation-related responses in sport. (Vazou, Spiridoula and Duda, Joan L, 2006)

Barchia, Kirstin and Bussey in their study “The psychological impact of peer victimization: Exploring social-cognitive mediators of depression” states that , the

association between peer victimization and depression is well established little research has examined the processes whereby victimization may lead to depression. Victims were also less likely to believe that students and teachers could work together to stop peer aggression, which impacted their propensity to access the support of friends leading to higher depression. (Barchia, Kirstin and Bussey, Kay, 2009)

A study conducted by Wolters, A. Christopher in “Advancing Achievement Goal Theory: Using Goal Structures and Goal Orientations to Predict Students' Motivation, Cognition, and Achievement” states that the objective of this study was to investigate how different components of achievement goal theory were related to each other and to students' motivation, cognitive engagement, and achievement in mathematics. Results indicate that mastery structure and mastery orientation were related to adaptive outcomes in all areas. The patterns of relations for performance-approach goal structure, and for performance-approach and performance-avoidance goal orientations were less uniform across outcomes. Implications for achievement goal theory and future research are discussed. (Wolters, A. Christopher, 2004)

A motivational theory of children's coping identified aspects of relationships—involvement, structure and autonomy support—that are expected to determine whether coping will be characterized by approach (active) or avoidance. Associations between adolescents' (N=487, Age M=14) relationships with families and teachers, and coping behaviours were examined. Whether a Family Primacy Model or a Context-Specific Model best explained the findings was also determined. A Family Primacy Model received predominant support; adolescents with more positive family relationships used more active coping with problems at home and school. Positive relationships with teachers predicted more active coping behaviours, especially at school. (Melanie J. Zimmer, 2007).

Perceived popularity and perceived teacher preference were investigated in a sample of 351 (179 boys, 172 girls) 10th-grade students from an urban community experiencing a moderate degree of economic distress. Students completed rating scale sociometric and behavioural nomination measures. Students who were perceived as high on both dimensions simultaneously maintained a commitment to their scholastic success at school while behaving in a highly friendly nonsubmissive manner. A relation was also found between individuals' ratings of students' peer popularity and their own behavioral and academic attributes. (Gorman-Hopmeyer, 2002)

Adolescence is a time for students to establish a sense of autonomy. They tend to reject old views and beliefs and turn to new approaches that will develop new emotional, physical, and intellectual views on society and school as a whole. Parents, teachers, peers are the main three motivating factors which an adolescent goes through. This study focuses on what are the main sources of motivational enhancement factors of adolescence and how they enhance the motivation of adolescence especially curricular and co-curricular activities.

GENERAL OBJECTIVE

To study on the motivational enhancement among higher secondary students with special reference to Vypin educational sub-district.

SPECIFIC OBJECTIVE

To study the socio demographic profile of the respondents.
To analyse the process of parental motivational enhancement among adolescence.
To study the process of peer enhancement among adolescence.
To learn the process of teachers enhancement among adolescence.
To find the respondents expectations from the enhancement factors.

About Study Methodology :

The present research is descriptive in nature. The geographical universe is Vypin educational sub-district. Population is all the plus two students in higher secondary schools in Vypin educational sub district. The sample size is 60. Questionnaire has used as tool for data collection.

SAMPLING TECHNIQUE

Multistage sampling method has used in the study. There are seven higher secondary schools in Vypin educational sub district. In first stage, Researcher has selected four schools from seven schools by using stratified random sampling. In the second stage, systematic sampling has used to select students. A list of students in each school has prepared using attendance register and starting from 1st every 5th student has selected. Researcher has selected 60 students from these four schools. There are around 600 students in four schools. Researcher has selected 15 students from each of these four schools.

DATE INTERPRETATION BASED ON FINDINGS:

The parameters chosen for understanding the socio demographic profile were sex, age, religion, family, type of school, place of residence, socio economic status and membership in any organizations.

The researcher collected equal number of boys and girls; thirty each. 17 is the age group of representation of all respondents. The religion wise distribution says that majority of the respondents from Hindu families, because the universe selected for study is a Hindu majority community. The majority of nuclear family shows that the universe is following the shifting pattern of families, from joint to nuclearize, the universe is following the current trend in the family type. Researcher selected respondents as equal from aided and unaided schools. Major part of the respondents are from rural area ie, 88%. which shows that the respondents from the local area are more, since the universe is a rural area. The socio economic backgrounds of respondents are from both middle and low socio economic background. Because the main occupation of rural area is relates to fishing and other seasonal jobs

Majority of the respondent's reason for selection of subject for their study is their own self-interest. Now a day's parents are forced to select course for their children study.

But in this study respondents are themselves select the subject for study. A study conducted by Andreas Hirschi and Damian Lage (2008) about "Using accuracy of self-interested type as a sign of career choice readiness in career assessment of secondary students "proved that self-estimated interest in career choice is good in secondary students, because it lead to their success in career.

Parents are giving at most care and concern to their children's study, because the result shows that majority of the parents provide separate rooms, chair and table and study materials for study. Hurlock B Elizabeth says in her "Development Psychology" that parents considered education as a stepping stone to upward social mobility or only a necessity because it is required by law. Majority of parents provide guide and materials for their studying process. In Kerala people are giving at most care to the education even the poor are giving care to studies. In this study also proved that parents are giving all facilities to children.

Enhancement towards extracurricular activities by parents, teachers, and peer are different. Majority of the parents provide materials for extracurricular activity. A feature published in Vanitha (2009) revealed that parents are willing to spend time and money for their children's extracurricular activities, especially in the case reality shows. Parents considered it as a status symbol it also provides added marks to higher education. While in the case of teachers' enhancement, they provide special coaching for extracurricular activities. A study conducted by KhoraSthabir on "Teachers Motivation"(2008) explain the signs of motivation as teachers promote co-curricular activities and focus on the social aspects of the class rooms apart from the curricular aspects. Teachers and school authorities consider it as a good will to the educational institutions. So they give importance to such activities. In the case of peer enhancement they come to see and appreciate extracurricular activity. Hurlock B Elizabeth says in her Development Psychology that adolescence spend most of their time outside the home with members of the peer group. They have similar interests and all. This study shows that peer influence is high in extracurricular activities.

Supports during difficult situations from parents are, majority of them understand without telling the problems. Adolescence is a problem age. So it is a time need high care and concern. The study shows that respondents getting sufficient support from parents. Parents are more concerning about children's emotional matters. All of the respondents are from nuclear family, so they can give more attention to children. A good number of parents try to solve the problems also. The result of the study shows that teachers carefully listen and solve the problems. KhoraSthabir (2008) in his study "Teacher Motivation-Role of value and social support" said that teachers establish a warm relationship with students, so a student can share his all problems with teachers. So it is true in my study also. During teachers training period, they went through adolescence psychology. School itself and PTA's are providing training to teachers which help the teachers to solve the problems of children. A few numbers of teachers refer them to the experts to solve the problem. Here in the case of peer also, they listen and try to

solve the problem. Peer is the real world of adolescence, so there is a chance to share the problems to peers, but the peer's directions to problems may be wrong.

The study shows the parents' expressions towards academic success are that, majority of them appreciate and express their happiness. A study conducted by Keller K (2008) about "The role of parental influences on young adolescence career development" says parent's attitude towards academic success is important. Chowdhary, A.N in his study "Quality of life and mental health in suburban delta of India" says parental support has a positive effect on children's academic achievements. In the case of teachers and peer also majority of them appreciate and express their happiness towards their academic success.

In the matter of behaviour of parents towards mistakes, majority of the parents, teachers, and peer are understand and try to correct the mistakes of respondents. A good number of parents are criticize and punish them. In these cases, study shows that, teachers are highly responsible for correct and understand the mistakes of respondents. A study conducted by KhoraSthabir on "Teachers Motivation" (2008) explains that teachers keep a warm relationship with pupils and take an interest in the well-being of the student. In the case of failures in extracurricular activities, majority of parents, teachers, peer console the respondents'. Study shows that peer has a tendency to isolate them. Jaffe L (1998) in his book "Adolescence" says rejection from peers is a major concern of adolescence. It is true in this study also. Here also parents, teachers, peers are console the respondents at the time of failures in extracurricular activities.

Majority of the adolescence said that, they don't like advises and comparison with others, especially from parents in case of extracurricular and curricular activity. The study shows that majority of teachers compare the students with others. These results reveal that there is a trend in comparing with children to others from parents and teachers. Karmyoga, educational news in internet said that parents are always compare with others it give more tension and stress to the children. Although all parents are told that not to compare their children with each other, or with children of their friends and relatives, they cannot help but do so. After all, this is the way parents judge whether their child is 'just' average, or above. But in case of peer, majority of them tease the respondents. Adolescence is a period of storm and stress, they are in a identity crisis. So parents comparison makes more problems to the respondents. The study shows that parents provide all type of material support to them but not in the case of some emotional matters. So it may not enhanced the motivation of children.

Majority of the parents are compelling to force the children to walk up morning and tell them to study. Most of the parents arranged more time for studies especially in exam time. Even some parents take leave from job and teach them. It shows that parents are more concerned about the study matters of their children

Support of parents, teachers and peer are important. Majority of parents, teachers, peer are encouraging their arts competitions. In case of sports competitions also, they are encouraging the respondents. Hurlock B Elizabeth says in her "Development Psychology" that arts and sports are the

main recreational interest of adolescence, all should encourage the students to enjoy the both curricular extracurricular activity.

The study shows that parents are provide child publications, encourage newspaper reading, make to listen TV, Radio bulletins for enhancing their reading habits, and a least amount of them don't give any type of care to their reading habits. Hurlock B Elizabeth says in her "Development Psychology" that adolescence have limited time for recreational reading, they tend to prefer magazines to books. As adolescence progress, comic books and comic strips lose some of their appeal, and newspaper gain in popularity. Adolescence enjoy listening to radio. Majority of parents encourage their hobbies

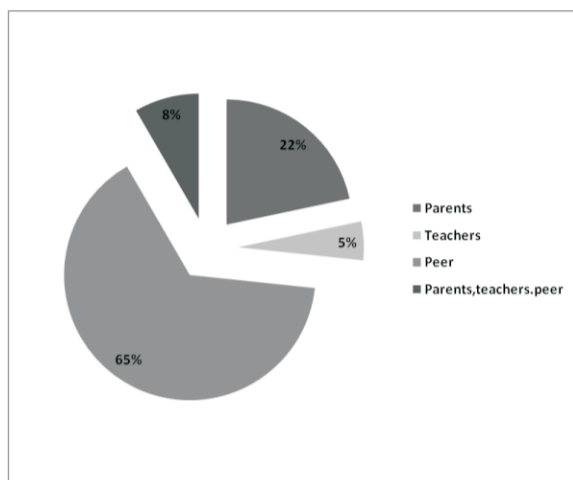
Approach of parents towards schools shows in this study are, majority is 40% of respondents parents has discussions with teachers and Participate in P T A also talk with friends of respondents' Ross in her "child psychology" wrote some family factors supporting academic achievement i.e., parental participation in parent-teacher conferences' and other school related activities, parental encouragement of friendships with achieving peers, positive parental attitude towards school and school work. It reveals that parents are giving more importance to PTA even to talk with the friends of their children. It shows a good trend can follow by parents.

The indicates that respondents expectations from parents towards curricular and extracurricular activities, Majority is, 32% them respond that parents should allow to act and think liberal and understand the problems and act accordingly. Hurlock B Elizabeth says in her "Development Psychology" that adolescence is a time of search for identity. They feels a generation gap between their parents. They need independent identity in this time. The study shows that teachers also should allow acting and thinking liberal and understand the problems and act accordingly.

Majority reveals that, 60% of them respond that teachers Clear the doubts, take special class, provide good guidance, and teach how to write exams. Class room management and students management is the important duty of teachers. Study shows that these are important for an educational institution because it may affect the good name of institutions.

Majority of respondent's parents, teachers, and peers encourage in creative activities of respondents. Devi K Rethi in her book "social family and personality correlates of creativity" said that creativity helps high ego strength, emotional stability, high degree of autonomy self-sufficiency, self-directions general intelligence. Least number of parents is giving opportunity to respondent's creativity.

SHARING OF PERSONAL PROBLEMS



Majority of the respondents (figure 1) said that they share their personal problems with their peers. Second portion is parents. Hurlock B Elizabeth says in her "Development Psychology" that the peer group is adolescence real world. Peer would have a greater influence on adolescences. Nielsen Linda in her book "Adolescence Psychology A contemporary view" said that peer relationships are more egalitarian than parent-child relationships, making them more attractive to adolescence. Majority of respondents says that friends help to do projects, seminars, assignments and combine study. Majority of respondents expectations are friends should share all matters to friends, understand and stand with all situations. It is true that adolescence should be a part of a good peer group. Because a good peer group may enhance the motivation of adolescence.

SUGGESTIONS

Academic:

1. This research may be conducted among other age group of adolescence.
2. The sample size may be increased. As the population becomes bigger the results become more accurate.

Practical:

1. Provide a child centred approach rather than teacher centred.
2. Provide training programs like summer camps, personality training to enhance their motivation, creativity.
3. Provide special training for teachers.
4. Problem should be taken care of adolescence
5. Tap the energy and potentials for development purpose and make them productive one.
6. Development of appropriate methods to give opportunity to gifted children.
7. Development of specified programme for adolescent development.
8. Make the parents aware that the problems can occurred in adolescence
9. Make aware about the parenting styles use in adolescence
10. Make a good family atmosphere, which will help the children to keep a good relation.

11. Provide adequate freedom and autonomy to adolescence.
12. Provide curriculum restructuring, which help the development of adolescence.

CONCLUSION

The main focus of this study was the motivational enhancement among adolescence in curricular and co-curricular activities in Vypin educational Sub district. Adolescence is a period of transition between elementary school and high school, which includes a heightened awareness of emerging responsibilities and adulthood. So this research focus on different source of motivations in adolescent like parents, teachers, peers and the process of enhancing motivation among them. Samples of 60 respondents were taken from two aided and two non-aided schools of Vypin educational sub-district. The study was conducted with the help of a questionnaire. The researcher used descriptive design for the study. With the help of such design the researchers try to find out the different sources of motivation and how they enhance the motivation of adolescence.

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