



International Journal of Home Science

ISSN: 2395-7476
 IJHS 2019; 5(1): 137-141
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 www.homesciencejournal.com
 Received: 07-11-2018
 Accepted: 09-12-2018

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A study on gender and class difference in parent and peer attachment and it's relation with achievement motivation of adolescent

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Abstract

The present study aims to find the gender and class difference of parent and peer attachment and it's relation with achievement motivation of adolescent. 100 samples of two schools from North and South Kolkata were randomly chosen for the purpose and two standardized tests named Inventory of Parent and Peer Attachment (IPPA) and Deo-Mohan Achievement Motivation Scale (n-Ach) were administered. Application of descriptive statistics i.e., correlation, t-test and ANOVA revealed that there is significant correlation exists between the scores of parent-peer attachment and achievement motivation of the two gender groups; no significant mean difference of the two gender groups in relation to mother attachment, father attachment, peer attachment and achievement motivation; and there is significant class variation in achievement motivation score but no significant class variation was found in attachment variables respectively.

Keywords: Attachment, father attachment, mother attachment, peer attachment, achievement motivation

1. Introduction

According to Bowlby (1969), an attachment is a strong affectional tie that binds a person to an intimate companion.

Throughout the life span, the objects of our attachments are special, irreplaceable people with whom we are motivated to maintain proximity and from whom we derive a sense of security (Ainsworth, 1989).

Properties of Attachment

Attachment relationships have eight properties:

Proximity Seeking	Attempting to remain within protective range. Range is reduced in threatening situations.
Secure Base	Presence of attachment figure fosters security and leads to exploration.
Separation Protest	Threat to accessibility of attachment figure leads to protest and attempts to avoid separation.
Elicitation by Threat	When anxious, individuals display attachment feelings and direct themselves towards attachment figures.
Specificity	Attempts to substitute other figures do not succeed, even where the quality of care and attention is equivalent.
Inaccessibility to Conscious Control	Attachment feelings and separation protest persist even after permanent separation (e.g. death).
Persistence	Attachment does not wane through habituation. Separation produces pining which only slowly abates and does not desist but is incorporated into a despairing outlook.
Insensitivity to Attachment Figure's Behavior	Attachment persists even where the attachment figure's behavior is abusive. This can result in the association of feelings of anger or mistrust with attachment feelings which may give rise to conflict.

Defined by Weiss (1991).

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Types of Attachment

1. Secure attachment
2. Avoidant attachment
3. Ambivalent attachment
4. Disorganized attachment

Factors Influencing Attachment

Researchers have locked several factors which can influence attachment. These are as under.

1. Opportunity for attachment
2. Quality of caregiving
3. Family circumstances
4. The infant's personality
5. Caregiver
6. Environment
7. 'Fit' between child and mother

Parental Attachment

As is the case with early child-parent bonds, adolescents who report secure attachment with their parents have fewer emotional problems, including depression and anxiety, less reported hyperactivity and inattention, and more pro-social behavior (Bögels & Brechman-Toussaint; 2006; Buist, Dekovic, Meeus & van Aken, 2004; Essau, 2004; Keskin & Cam, 2010). Secure parental attachments in adolescence are also associated with global self-worth, higher reported life satisfaction, lower levels of substance abuse, and higher academic performance (Bjarnason, Thorlindsson, Sigfusdottir & Welch, 2005; Kenny, Moilanen, Lomax & Brabeck, 1993; Randolph, Russell, Tillman & Fincham, 2010; Zimmerman, Salem & Notaro, 2000). In a more recent extension of attachment research highlighting the role of parental attachment in at risk populations, secure parental attachment and a strong bond with at least one adult are considered some of the most consistently reported and robust predictors of adolescent wellbeing in the face of adversity (Luthar & Zelazo, 2003; Masten, 2001; Werner, 2000).

Studies on the effects of paternal attachment on adolescent adjustment reflect the important role that fathers continue to play beyond childhood (de Minzi 2010). Similar to trends found in early childhood, a greater proportion of time spent with fathers in adolescence is on play or leisure activities through which fathers help foster adolescent independence (Shulman & Seiffge-Krenke, 1997). Adolescents who report more secure attachment to their father have fewer behavioral problems, fewer symptoms of depression and anxiety, lower levels of substance use, higher quality peer interactions, higher life satisfaction, higher levels of self-esteem, and better academic outcomes (Freeman, 2010; Parke, 2002; Salem *et al.*, 1998; Zimmerman *et al.*, 2000) ^[5].

Peer Attachment

Peer is, someone who is one's social equal; someone who functions at a similar level of behavioral complexity-often, though not always, someone of similar age (Lewis & Rosenblum, 1975). By the end of middle childhood, children display a strong desire for group belonging. They form peer groups, collectives that generate unique values and standards for behavior and a social structure of leaders and followers. Whereas friendships contribute to the development of trust, sensitivity, and intimacy, peer groups provide practice in cooperation, leadership, followership, and loyalty to collective goals. Through these experiences, children experiment with and learn about the functioning of social organizations.

Achievement Motivation

According to Newcomd (1964) achievement motivation is the acquired tendency and one of the most important social needs. It has been defined by McClelland and his associates (1953) and also by Decharms (1968) as a disposition to strive for success in competition with others with some standard of excellence, set by the individual. Motive to achieve requires an act of some norm of excellence, long term involvement and unique accomplishment. These are the criteria set by McClelland and his associates (1953). In fact, this is one of the most important manifest and social needs and personality variable enlisted by Murray (1938).

Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount (McClelland, Atkinson, Clark, & Lowell, 1953, pp.76-77).

Factors Influencing Achievement Motivation

Both personality and situational factors influence achievement motivation.

1. Personality Factors

High-achievement motivation tends to lead to particular personality features. These include:

- Persistence
- Ability to delay gratification
- Competitiveness
- Self-Fulfilling Prophecies

2. Situational Factors

Some situational factors also affect achievement motivation. They include:

- Expectation of success
- Incentives
- Control
- Opportunity

3. The Power of Goals

- Goals should be specific
- Goals should be challenging but achievable
- Goals should be positive

Objectives

1. To find out the level of mother attachment, father attachment, peer attachment and achievement motivation of late adolescent according to gender & class.
2. To find out the correlation between the level of mother attachment, father attachment and peer attachment with the level of achievement motivation of late adolescent boys and girls.

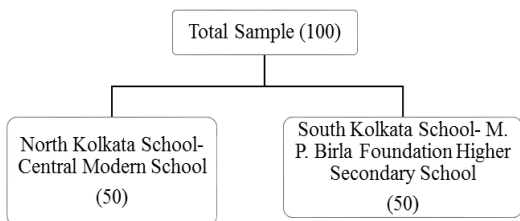
Hypotheses

1. There is no significant difference in the scores of mother attachment, father attachment, peer attachment and achievement motivation of late adolescent boys and girls.
2. There is no significant difference in the scores of mother attachment, father attachment, peer attachment and achievement motivation of late adolescent according to class.
3. There is no significant relationship between the scores of mother attachment, father attachment and peer attachment with the score of achievement motivation of late adolescent boys and girls.

Methods

➤ **Operational Definition**

- **Parental Attachment:** Parent attachment is a word used by psychologists to describe the relationship between children and their parents (Mother and Father).
 - **Peer Attachment:** Peer attachment is a strong affectional tie that binds a person to his peer. Peer is, someone who is one’s social equal; someone who functions at a similar level of behavioral complexity-often, though not always, someone of similar age (Lewis & Rosenblum, 1975).
 - **Achievement Motivation:** Achievement motivation has been defined by McClelland and his associates (1953) and also by Decharms (1968) as a disposition to strive for success in competition with others with some standard of excellence, set by the individual.
- **Study Area:** This study was conducted on the students of three classes i.e., class X, class XI and class XII from the two zones of nongovernment schools i.e., North Kolkata School - Central Modern School and South Kolkata School – M. P. Birla Foundation Higher Secondary School.
- **Sample:** A sample is any number of persons selected to represent the population according to some rule or plan. Thus, a sample is a smaller representation of the population.
- **Sampling Technique:** Simple Random Sampling method was used.
- **Sample Size:** In the present investigation the total sample consisted of 100 students.



- **Characteristics of Sample:** There are some characteristics which were followed at the time of selection of the sample.
- All the students are in between 15 to 18 years of age.
 - 50 students of each school are taken for the present study.
 - The both schools are non-government.
 - Both schools are co-educational school.
 - The both schools are English medium.
 - All students are day scholars and from home living environment.
 - The socio-economic status of the students belong to high and middle class.
 - Both working and non-working mothers were considered.
 - Most of the students are from Hindu religion.
 - There is no gross physical or mental problem in the

selected students, as reported by school authorities.

- **Tool Used:** For conducting the present investigation two standardized tests had been administered namely,
1. Inventory of Parent and Peer Attachment (IPPA) by Gay Armsden and Mark T. Greenberg.
 2. Deo-Mohan Achievement Motivation Scale (n-Ach) by Prof. Pratibha Deo and Dr. Asha Mohan.

➤ **Statistical Analysis**

- Mean
- Standard Deviation
- Correlation
- t – test
- ANOVA

Results

Table 1: Distribution of Mean and Standard Deviation (S.D) of Attachment Variables and Achievement Motivation

Variables	N	Mean	S.D
Mother Attachment	100	93.51	14.786
Father Attachment	100	86.88	15.425
Peer Attachment	100	92.02	14.573
Achievement Motivation	100	130.83	24.532

Table 1 shows that the mean and S.D of mother attachment are 93.51 and 14.786 respectively; the mean and S.D of father attachment are 86.88 and 15.425 respectively; the mean and S.D of peer attachment are 92.02 and 14.573 respectively; the mean and S.D of achievement motivation are 130.83 and 24.532 respectively. So from this table it can be revealed that the mean and S.D of achievement motivation are higher than the attachment variables.

Table 2: Correlation Coefficient between Attachment Variables and Achievement Motivation

Variables	Mother Attachment	Father Attachment	Peer Attachment	Achievement Motivation
Mother Attachment	1	0.355**	0.289**	0.147
Father Attachment	0.355**	1	0.132	0.259**
Peer Attachment	0.289**	0.132	1	0.251*
Achievement Motivation	0.147	0.259**	0.251*	1

*- Correlation is significant at 0.05 level.

** - Correlation is significant at 0.01 level.

Table 2 shows significant positive correlation between attachment variables scores and achievement motivation among adolescent boys and girls. Here peer attachment and achievement motivation is correlated which is significant at the 5% level of significance. And all other scores are correlated which are significant at the 1% level of significance.

Table 3: Distribution of t-test for Mother Attachment, Father Attachment, Peer Attachment and Achievement Motivation according to gender

Variables	Gender	N	Mean	S.D	t-value	t-critical	D.f	Significant/Non-significant
Mother Attachment	Boys	35	93.66	13.15	0.073	1.98	98	Non-significant
	Girls	65	93.43	15.69				
Father Attachment	Boys	35	86.83	14.48	0.024	1.98	98	Non-significant
	Girls	65	86.91	16.02				
Peer Attachment	Boys	35	89.69	13.84	1.178	1.98	98	Non-significant
	Girls	65	93.28	14.91				
Achievement Motivation	Boys	35	128.94	23.069	0.563	1.98	98	Non-significant
	Girls	65	131.85	25.401				

Table 3 shows the significant mean difference between the two genders in relation to mother attachment, father attachment, peer attachment and achievement motivation. Here in all cases the critical value of t is greater than the calculated t value, so, the result is non-significant for all four variables, it means there is no significant difference between two genders in relation to mother attachment, father attachment, peer attachment and achievement motivation.

Table 4: ANOVA Table between Attachment Variables and Achievement Motivation according to Class Descriptive

	Class	N	Mean	Std. Deviation
Raw Score Of Achievement Motivation	10	34	140.21	24.892
	11	30	128.57	20.137
	12	36	123.86	25.344
	Total	100	130.83	24.532
Raw Score Of Mother Attachment	10	34	96.68	11.933
	11	30	90.90	14.346
	12	36	92.69	17.244
	Total	100	93.51	14.786
Raw Score Of Father Attachment	10	34	86.18	19.297
	11	30	86.33	14.346
	12	36	88.00	12.219
	Total	100	86.88	15.425
Raw Score Of Peer Attachment	10	34	94.15	12.697
	11	30	90.57	16.864
	12	36	91.22	14.361
	Total	100	92.02	14.573

Anova

	Sources of Variation	Sum of Squares	D.f .	Mean Square	F	Sig./No n-Sig.
Raw Score Of Achievement Motivation	Between Groups	4890.879	2	2445.439	4.338	Sig.
	Within Groups	54687.231	97	563.786		
	Total	59578.110	99			
Raw Score Of Mother Attachment	Between Groups	569.210	2	284.605	1.310	Non-Sig.
	Within Groups	21075.780	97	217.276		
	Total	21644.990	99			
Raw Score Of Father Attachment	Between Groups	70.952	2	35.476	0.147	Non-Sig.
	Within Groups	23483.608	97	242.099		
	Total	23554.560	99			
Raw Score Of Peer Attachment	Between Groups	240.106	2	120.053	0.560	Non-Sig.
	Within Groups	20785.854	97	214.287		
	Total	21025.960	99			

Here the above table shows different F values through ANOVA. It is evident that there is significant variation in achievement motivation score in relation to class and no significant variation was found in mother attachment, father attachment and peer attachment scores in relation to class. The calculated F value for class wise variation in achievement motivation, mother attachment, father attachment and peer attachment was 4.338, 1.310, 0.147 and 0.560 respectively.

Discussion

The aim of the present study is to find out the effect of parent and peer attachment on achievement motivation of adolescent boys and girls. In order to conduct the present study some hypotheses have been formulated and the following results were obtained.

The correlation test between mother attachment, father attachment, peer attachment and achievement motivation was applied in order to find out the significant relationship between the above four variables. The positive correlation

between achievement motivation with peer attachment and father attachment indicates more the respondent is attached with peer and father, more he is motivated for achievement. The positive correlation between mother attachment with father attachment and peer attachment indicates that more the respondent is attached with his mother, more he is attached with his father and peer. This may be interpreted by saying that increased attachment boost up our sense of security which in turn affect our concentration in studies, securing good masters in academics and raising motivation level. This result has been supported by D'Arrisso 2010 [2].

In order to find out whether there is any significant mean difference between two gender in relation to mother attachment the t statistic have been calculated by using the formula for large, independent and unequal. As the critical t value was greater than the calculated t value, thus, we take the result as non-significant that there is no significant difference between the two gender groups in relation to mother attachment. This can be interpreted by saying that the both gender are attached with their mothers. Mothers, who may help in formation of attachment with others and also may play a role in development, encourage exploration, autonomy, facing challenges and motivation. This result has been supported by Duchesne and Larose 2007 [4].

The application of t-test has been calculated to find out whether there is any significant mean difference between two gender in relation to father attachment the t statistic have been calculated by using the formula for large, independent and unequal. As the critical t value was greater than the calculated t value, thus, we take the result as non-significant that there is no significant difference between the two gender groups in relation to father attachment. This may due to the uninvolved of fathers in higher education.

In order to find out whether there is any significant mean difference between two gender in relation to peer attachment the t statistic have been calculated by using the formula for large, independent and unequal. As the critical t value was greater than the calculated t value, thus, we take the result as non-significant that there is no significant difference between the two gender groups in relation to peer attachment. This may be due to peers who act as a source of support, competition and encouragement which in turn help in motivation. This result has been supported by Marzban *et al* 2012 [11].

In order to find out whether there is any significant mean difference between two gender in relation to achievement motivation the t statistic have been calculated by using the formula for large, independent and unequal. As the critical t value was greater than the calculated t value, thus, we take the result as non-significant that there is no significant difference between the two gender groups in relation to achievement motivation. This may be due to the method of teaching of the two schools in which the students belong do not find any significance difference. This result has been supported by Taylor 2012.

The application of ANOVA to find out class wise variation in achievement motivation, mother attachment, father attachment and peer attachment scores revealed only significant class wise variation in achievement motivation which means advancement in class can make variation in achievement motivation level. As no significance class wise variation was found in mother attachment, father attachment and peer attachment scores, this means advancement in class does not make any variation in attachment style. This can be interpreted by saying that there may have the presence of

some other social factors like network, entertainments, environment of outside world. This result has been supported by Fass 1998 [5].

Conclusion

- The significant correlation exists between achievement motivation and parent attachment at 1% level of significance and significant correlation exists between achievement motivation and peer attachment at 5% level of significance.
- There is no significant mean difference between the two gender groups in relation to mother attachment.
- There is no significant mean difference between the two gender groups in relation to father attachment.
- There is no significant mean difference between the two gender groups in relation to peer attachment.
- There is no significant mean difference between the two gender groups in relation to achievement motivation.
- There is significant variation in achievement motivation score in relation to class and no significant variation was found in mother attachment, father attachment and peer attachment scores in relation to class.

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