

# Role of Parental Educational Strategies in Affecting an Analysis of Achievement Motivation and Emotional Intelligence at the Secondary Education Level

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**Abstract:** The Secondary school stage is an important time when students experience various academic and personal challenges, which can affect their motivation to achieve and their motivation emotional intelligence. This research investigates the relationship between parental support, teaching strategies, and their impact on the achievement motivation and emotional intelligence of secondary school students. Research shows that when parents are involved and offer support, it helps students feel more motivated, boosts their self-esteem and improves their emotional health. Teaching strategies, such as working together in groups, building good relationships between teacher and students and teaching emotional intelligence, are also important in helping students develop motivation and emotional skills.

The Study used a combination of methods, including a survey with 50 secondary school students and detailed interviews with 20 Students, 10 Teachers and 10 Parents.

The findings indicate that parental support—particularly emotional encouragement and active participation in the learning process—exerts a significant positive influence on students' achievement motivation and emotional intelligence. Additionally, instructional practices such as fostering strong teacher–student relationships, implementing cooperative learning activities, and incorporating emotional intelligence training were found to substantially contribute to the development of these competencies.

**Keywords:** Parental Support, Educational Strategies, Achievement Motivation, Emotional Intelligence, Secondary School Students, Academic Achievement, Parent Involvement, Teacher-Student Relationships, Cooperative Learning, Emotional Intelligence Training.

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## I. INTRODUCTION

The secondary school stage represents a critical period in a student's educational development, characterized by considerable physical growth, emotional shifts, and expanding social experiences. At this level, achievement motivation and emotional intelligence become central factors influencing academic performance and personal adjustment. Achievement motivation may be understood as the inner drive that encourages students to set and accomplish academic goals, whereas emotional intelligence refers to the capacity to understand and regulate one's own emotions, demonstrate empathy toward others, and build constructive interpersonal relationships.

Empirical studies indicate that parental support and instructional practices play a significant role in shaping achievement motivation and emotional intelligence among secondary school students. Approaches such as cooperative learning, the development of positive teacher–student relationships, and the integration of emotional intelligence training have been found to meaningfully influence students' academic drive and emotional development.

Although the importance of parental support and instructional approaches has been widely acknowledged, further examination is required to understand their specific influence on achievement motivation and emotional intelligence at the secondary school level. Accordingly, the

present study seeks to examine how parental support and educational strategies contribute to the development of achievement motivation and emotional intelligence among secondary school students.

## II. LITERATURE REVIEW

The secondary school years constitute a significant stage in a learner’s academic development, marked by substantial physical growth, emotional adjustments, and expanding social experiences. During this period, both achievement motivation and emotional intelligence play a decisive role in influencing students’ scholastic performance and personal well-being. The present review surveys existing research on how parental support and various pedagogical practices contribute to the development of achievement motivation and emotional intelligence among secondary school students.

### ➤ *Parental Support and Achievement Motivation:*

Parental support serves as a significant determinant of achievement motivation among secondary school students. Such support may take the form of emotional encouragement, academic guidance, and the provision of essential learning resources. Research findings indicate that active parental involvement during the middle and secondary school years is

positively associated with improved academic performance and a stronger motivation to attain educational goals.

### ➤ *Educational Strategies and Achievement Motivation:*

Different teaching methods like working in groups and building strong relationships between teachers and students can boost the motivation to achieve in secondary school students.

## III. METHODOLOGY

This Study used a mixed-methods approach to examine how parental support and educational strategies influence achievement motivation and emotional intelligence among secondary school students.

### ➤ *Research Design:*

The research adopted a survey method to collect data from secondary school students. A structured questionnaire was prepared to examine students’ perceptions of parental support, instructional practices, their level of achievement motivation, and their capacity for emotional regulation.

### ➤ *Data Collection Instruments:*

The data were gathered using a questionnaire that included the following measurement tools:

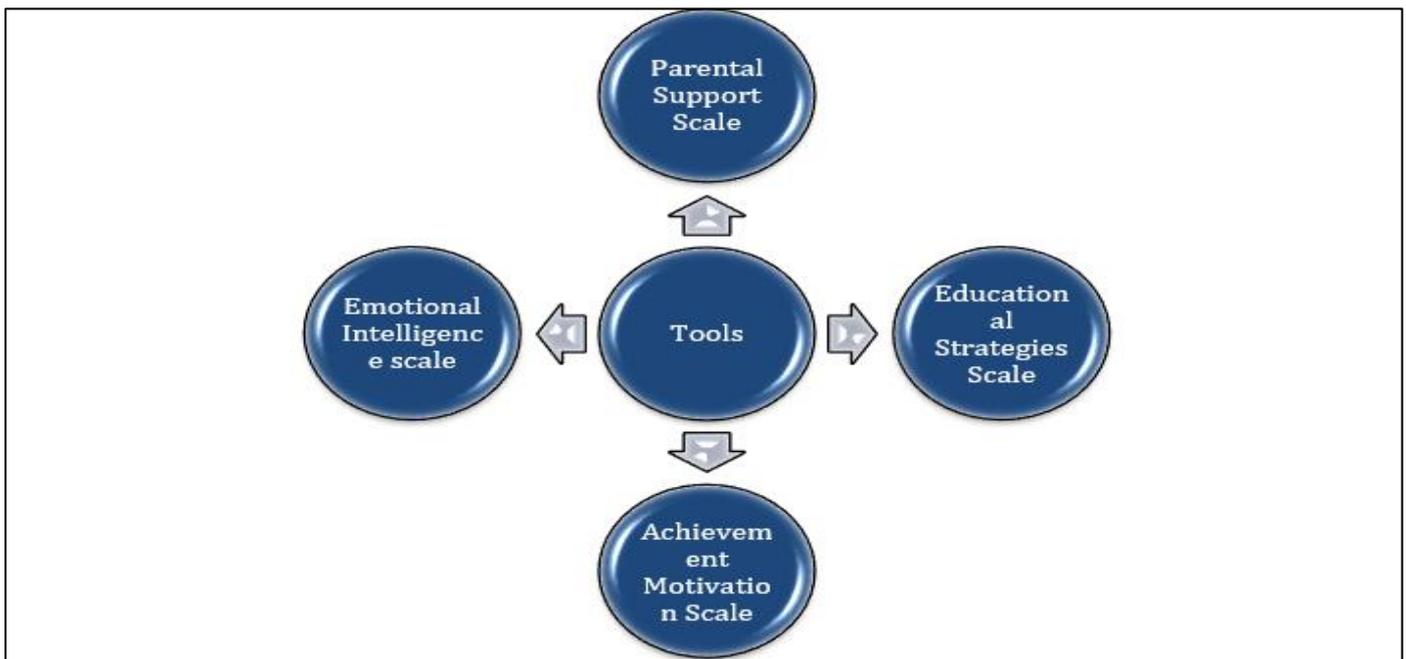


Fig 1 Measurement Tools

### ➤ *Parental Support Scale:*

This scale was designed to evaluate students’ perceptions of parental support, encompassing emotional encouragement, academic assistance, and the provision of educational resources.

### ➤ *Educational Strategies Scale:*

This scale evaluated students’ perceptions of educational strategies such as cooperative learning teacher-student relationships, and social-emotional learning.

### ➤ *Achievement Motivation Scale:*

This scale measured students’ achievement motivation, which included intrinsic and extrinsic motivation and academic self-efficacy.

### ➤ *Emotional Intelligence Scale:*

This scale assessed students’ emotional intelligence focusing on emotional awareness, emotional regulation and social skills.

#### IV. DATA ANALYSIS

The collected data were examined through the use of descriptive statistics, correlation techniques, and regression procedures. Descriptive statistics were applied to present the demographic profile of the participants and to summarize the main variables included in the study. Correlation analysis was conducted to determine the nature and strength of the relationships among the variables. In addition, regression analysis was employed to identify the variables that significantly contributed to the prediction of achievement motivation and emotional intelligence.

##### A. Procedure:

The Questionnaire was administered during regular school hours and students were assured that their responses

would remain confidential. Students were given 30 minutes to complete the questionnaire, and all of them participated resulting in a 100% response rate.

##### B. Ethical Communication:

Prior to the commencement of the study, approval was obtained from the University's Institutional Review Board (IRB). Formal permission was also secured from the respective school authorities and the parents of the participating students. All participants were clearly informed about the objectives and procedures of the research, and their voluntary consent was obtained before any data were collected.

##### C. Types of Parental Support



Fig 2 Types of Parental Support

- Emotional Support: Giving students emotional encouragement and backing.
- Academic Support: Providing help and advice with schoolwork and learning.
- Provision of Resources: - Offering materials like books, computers and internet access to help with education.

##### D. Impact of parental Support on Achievement Motivation:

Parental Support has a beneficial effect on achievement motivation among secondary school students. Research shows that parental support is connected with: -

- Higher Intrinsic motivation
- Improved academic self- efficacy.
- Enhanced scholastic achievement.

##### E. Theoretical Framework-

Self Determination Theory [SDT] explains that intrinsic motivation grows when people's basic psychological needs for autonomy, Competence, and belonging are met.

Parental support can increase achievement motivation by helping students feel more independent, skilled and connected.

Social Cognitive Theory proposes that human behavior develops through reciprocal interactions between observational experiences, self-efficacy beliefs, and the surrounding social environment.

Parental Support can raise achievement motivation by giving students opportunities to learn by watching others, build confidence and social support.

#### F. Emotional Intelligence-

Emotional Intelligence refers to the capability to fete and understand feelings in oneself and others, and to use this mindfulness to guide study and gets. It's like having a superpower to navigate social situations, make informed opinions.

##### ➤ Key Components:

- Tone – Mindfulness- Feting your Feelings, Strengths and sins.
- Tone- Regulation- Managing your feelings, impulses and actions.
- Provocation- Using feelings to drive provocation and achieve pretensions.
- Empathy- Understanding and feting, feelings in others.
- Social Chops- Applying EI to communicate effectively and make strong connections.

##### ➤ Why EI Matters-

- Academic Success- EI helps scholars manage stress, make connections, and stay motivated.
- Career Success- EI is a crucial predictor of professional success, leadership and cooperation.
- Mental Health- EI helps individualities manage anxiety, depression and other internal health enterprises.
- Connections- EI fosters strong, healthy connections with musketeers, family, and associates.

##### ➤ Developing EI

- Practice tone- reflection- Fete and understand your feelings.
- Awareness- Stay present and apprehensive of your studies and feelings.
- Active Harkening- Pay attention to others and show empathy.
- Feedback- Seek Feedback and learn from examines.

#### G. Questions:

- Q1 What Educational strategies promote emotional intelligence in Secondary academy Scholars?
- Q2 Is there a correlation between maternal involvement and scholar's emotional intelligence?
- Q3 How do preceptors' emotional intelligence and support impact scholars' achievement provocation?

#### H. Results/ Answer:

##### ➤ Ans. 1

Educational Strategies that concentrate on social-emotional literacy [SEL] , collaborative literacy and design-grounded literacy can promote emotional intelligence in secondary academy scholars. Preceptors can also foster a

positive classroom climate and make strong connections with scholars to support emotional intelligence development.

##### • Crucial Educational Strategies-

- ✓ Social-Emotional Literacy tutoring chops like tone mindfulness, tone- regulation and empathy.
- ✓ Cooperative literacy encouraging cooperation and collaboration to develop social chops.
- ✓ Design- grounded literacy fostering problem- working, critical thinking and tone-directed literacy.

##### • Impact on Emotional Intelligence:

- ✓ Enhances tone- Mindfulness and tone- regulation.
- ✓ Develops empathy and social chops.
- ✓ Improves connections and classroom climate.

##### ➤ Ans. 2

Exploration suggests a positive correlation between maternal involvement and scholars' emotional intelligence, particularly in areas like tone- mindfulness and empathy. Parents who are emotionally probative and warm can impact their Children's emotional regulation and social Chops.

##### • Maternal Factors Impacting Emotional Intelligence

- ✓ Emotional support and warmth.
- ✓ Maternal emotional regulation and modeling.
- ✓ Openings for social commerce and emotional regulation.

##### • Impact on Emotional Intelligence

- ✓ Enhances tone- mindfulness and emotional regulation.
- ✓ Develops empathy and social chops.
- ✓ Fosters positive connections and social capability.

##### ➤ Ans. 3

Preceptors with high emotional intelligence can produce a probative classroom terrain, fostering scholars' provocation and engagement. Preceptors emotional support and empathy can enhance scholars' tone- efficacy and achievement provocation.

##### • Preceptors' Emotional Intelligence

- ✓ Tone- mindfulness and tone- regulation.
- ✓ Empathy and social chops.
- ✓ Positive connections with scholars.

##### • Impact on Achievement Provocation

- ✓ Boosts scholars tone- efficacy and confidence.
- ✓ Fosters a growth mindset and adaptability.
- ✓ Enhances engagement and provocation to learn.

## V. RECOMMENDATIONS



Fig 3 Recommendations

### ➤ *Parental Involvement Programs-*

Schools Should develop programs to encourage parental involvement in student's academics, such as workshops, parent- teacher conferences and volunteer opportunities.

### ➤ *Teacher Training-*

Provide teachers with training and resources to develop their emotional intelligence and implement social- emotional learning strategies in the classroom.

### ➤ *Curriculum Design-*

Incorporate social- emotional learning and emotional intelligence development into the curriculum to support students' academic and personal growth.

### ➤ *Classroom Climate-*

Foster a positive classroom climate by promoting teacher- student relationships, empathy and social skills.

## VI. CONCLUSION

Parental Support and Educational Strategies play a significant role in shaping secondary school student's achievement motivation and emotional intelligence. Research suggests that parental involvement, emotional support and educational strategies like social- emotional learning and cooperative learning can foster student's motivation self-efficacy and emotional intelligence. Teachers' emotional intelligence and support also contribute to a positive classroom climate and student's academic success.

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