Effect Of Maternal Overprotection On Achievement Motivation Of Primary School Students

Farmanul Haq[1] , Dr. Asghar Ali[2] , Dr. Iqbal Ahmad[3]

[1]*M.Phil scholar Department of Education University of Malakand*
[2]*Assistant Professor Department of Education University of Malakand.*
[3]*Assistant Professor Department of Education University of Malakand.*

Abstract

The main objectives of the study were to unveil the impact of maternal protection on achievement motivation of primary school students and find out the relationship of maternal protection level with achievement motivation of the child. Population for the study was 21,972 fifth grade student's mothers which were from 755 primary schools. Sample of the study was 20% student's mothers out of 50 primary schools selected randomly. Two scales Maternal Overprotection Scale (MOS) and Achievement Motivation Scale (AMS) were developed and validated qualitatively. Reliability alpha of MOS was .75 while the AMS was .71. The data was analyzed by descriptive (mean, median, percentage, standard deviation) and inferential statistic (independent sample t test, ANOVA, and Pearson r) trough SPSS. The study found a significant mean difference between groups concerning the child's age; it refers that for lesser ages, maternal overprotection is higher. For maternal overprotection based on gender, the mean value for males was 89.58, and for females, 91.61 referring that compared to male children, female children are overprotected. Furthermore, maternal overprotection concerning the mother's age was found to have a significant mean difference. However, there was no significant difference for Housewife and On-Job groups. There was found to be a significant mean difference respective to the maternal overprotection and qualification of the mother and showed that with increasing age or as one gets older, the mean difference increases. As for the Academic Achievement Motivation score, the study found no significant difference based on age. Likewise, based on gender, the study found no significant mean difference in the Academic Achievement Motivation score. It is recommended that the govt. should launch a widespread campaign on media on the importance of maternal protection of their child to succeed better in academic life. Moreover, the teacher may also inform parents about its importance through parent teacher council (PTC) forum.

Keywords: maternal overprotection, achievement motivation, students, primary schools, academics.

Introduction

Behind every successful youth, good parenting is the most acceptable factor which motivates and keep the student more motivated and effective learner. Although the achievement is the output of students own capabilities, skills and learning, child protection shows high level of motivation and student achievement (Ali, 2021). While on the other hand, child overprotection is not favorable for child development and achievement, resulting in lower self-esteem, depression and anxiety problems, and a feeling of helplessness and external locus of control.

The protection is one of the key aspects which is among the basic needs of the children. and this protection can be social and financial (UNICEF, 2022). There are different spheres in children development and one of them is at school level especially at primary level. At that time they are at the peak of the development phase. The primary focus of the development phase is to ensure achievement at school invokes the essence of motivation (Doctoroff

and Arnold, 2017). It has been observed that there is close attachment between a child and a mother. The article written by Harding, Morris and Hughes (2015), further substantiates the given argument. The focal reason of having the following relatively stronger bond is due to have more interaction among them. There is another article which provide biological aspects of having stronger bond (The Conversation. 2022). Moreover, it concludes that maternal bond is more robust in comparison with paternal bond. In continuation to previous information, where it has been established that different articles argue that a child has more close connection. However, there are two aspects of this close relationship on child development. One falls under the domain of protection level and other one can be categorised as motivational achievements.

Maternal Protection of Children at Home

Maternal protection is the most significant factor leading to effective learning, motivation and achievement among children. Maternal protection is the factor that reduces the issues of learning, ambiguities and provides the guideline to stay appropriately for the learning at home (Ali, 2021). It has been observed that overprotection or low maternal protection leads to the children's ineffective learning and demotivation. However, this concept is not valid for all children because some are self-motivated. Different factors affect the children's learning and maternal protection, including substance use, psychological issues, social factors, overprotection, and others from the parent's side. Asif et al. (2019) have been made a most recent and effective study to explore the role of maternal education in children related to vaccine motivation and learning (Al–Tamimi et al., 2019). In this study, it has been examined that there is a significant role of maternal protection, knowledge and care in immunizing the children and aware them to the effectiveness of the vaccine.

Additionally, both individual and community level appropriate parental protection is the main factor in educating and motivating the children to be vaccinated and reducing health issues. More than 40% of the children are immunized due to this factor. Based on these findings, the optimal level of maternal protection is adequate for children motivation and achievement at home. There is a significant role of the mother psychological and mercury exposure on the children behaviour. Patel et al. (2019) have conducted a compelling study to explore the concept of mercury exposure in mothers and its effect on children behaviour. This study has been explored by conducting more than three hundred samples, including children and mothers. This investigation has elaborated that there is no significant impact of mercury exposure on children behaviour and motivation. However, the stress and psychological issues of the mother during pregnancy have a significant impact on the children learning and achievement motivation after birth. Based on this study, there is a strong relationship between parental protection and children achievement motivation. Different types of maternal stress during pregnancy can have a long-lasting changing neurodevelopment outcome in a child. Researchers have also found that these effects are not observed in every child, and not all have the same level of neurodevelopment outcomes (Vivette Glover, 2019).

A study was conducted to understand further the effect of Life Stress events (LSEs) on students' academic achievement in primary school. This study was conducted on a large of pregnant women in Western Australia. Their after-born children's different levels of LSEs were implemented. Their effect on their children's academic success was seen at the age of 10 it was concluded that exposure to four or more LSEs resulted in a lower score for the girls in contrast to the three or more LSEs in a higher score for the boys (Lynn et al, 2022). There is a study conducted by Vergara-Lopez et al, (2016), which evaluates the maternal parenting. It concludes that maternal protection act as an influential role to ameliorate the impact of

stress on the child. Since, it has been mentioned that there are different phases of child development and primary schooling is among the important level of development phase, therefore, during that time a child is passing through high stress level. There is another study which provide arguments on the maternal bonding in regards with the cognitive growth (Waters et al, 2019).

The research of Thakre and Shet (2020) an overprotective parent is most likely to be vigilant and indulges in supervising their children in an excessive manner, they have highly controlling attitude towards their children and these parents tend to have difficulties in having separation from their children. For instance, there is also need for paternal bond as there are different traits associated with each parent. However, none of the study defy the importance of maternal bond rather they argue the on the level of scale. Some studies are in favour of paternal bonding as it plays in cognitive development for achievement in schools or in any other paradigm (News-18. 2022). Furthermore, understanding if the changes in a mother's protection impacts the children's developmental trajectories is significant not just because such kind of changes are common, yet they may illuminate if parental protection commonly impacts the kins (Dash and Sriranjan, 2014).

It has been identified in the study of Dash and Sriranjan (2014) parental warmth is to do with the quality of affection bond that prevails among the family parents and their kins. In addition to this, overprotection of parents can be understood as an excessive range of protection level. Moreover, as identified in the research of Thakre and Shet (2020) an overprotective parent is most likely to be vigilant and indulges in supervising their children in an excessive manner, they have highly controlling attitude towards their children and these parents tend to have difficulties in having separation from their children. As per the prior studies, it has been

addressed that there had been a link in between parent's overprotection with the aspects of anxiety and depression, low confidence, and low self-esteem (Sopiah, 2021).

Achievement Motivation of Primary School Students

Achievement motivation is an essential influential aspect that helps the student to energies their behaviour towards achievement. Therefore, this term is known to be essential for the sake of determining their academic progress. The reason behind its importance is that it enhances children's attitude towards learning with the prospect of desire and passion for the achievement of success (Bland et al., 2020). This sort of concept enables the student to participate in certain activities in which the success solely depends upon the ability and efforts of the student. Perhaps, it is believed that students' motivation carries more positive value in terms of their learning process compared to the student's intelligence. The more the student is motivated, the more is the ratio leads towards permanent learning, whereas lower motivational level can lead towards unstable learning. There is a positive relationship between the motivation and achievement of children's learning. Certain aspects are associated with the achievement motivation of primary school students towards practical learning and the accomplishment of their desired goals.

Motivation is crucial for every person's desires, needs and actions. It is motive that changes a person differently. Motivation is an essential factor for the success of the student's academic progress (Mehndroo and Vandana, 2020). Achievement motivation is not a self-construct and includes achievement motives, goals, task value and the ability to self-concept. The prior studies were conducted to determine whether the individual parameter can help achieve the subsume Achievement motivation. It was founded that all the parameters need to be involved for the student to achieve a high level of success during academic life (Steinmayr et al., 2019). In addition to this, prior to the kin's

increased level of maternal education tend to be linked with much standardized cognitive accomplishments (Thakre and Shet, 2020). Besides, even though there pertains empirical evidence that reinforces for the hypothesis that incremental changes among the maternal education enhances the children's academic results, there tends to be little evidence for the possible ways through which such changes happen (Dash and Sriranjan, 2014). Given this, thus, the rationale of this research is based on investigating and exploring the level of protection of children and the impact or relationship of overprotection with achievement motivation.

There are different studies which have been conducted on the importance of maternal bonding and provide social along with biological reasoning to substantiate their argument. The following study is based on the level of maternal bonding required along with their consequences. There are not enough studies which propounds that the level of maternal protection has been given to a child at home. It is necessary to comprehend maternal protection as it may have significant impact on the motivational achievement of primary school students and the following study aims to fill this gap. Maternal overprotection is the excessive level of maternal involvement or protection in the development and capabilities of the child (Ullmann et al, 2017). In continuation to that Buss, Zhou and Trainer, (2021), assert that overprotection also has negative consequences which have not been highlighted in appropriate manner. Since there is not enough literature given to address the effect of the maternal strong bond with a child, therefore, the primary purpose of this study is to explore the level of protection of children and the impact of overprotection with achievement motivation.

Research Objectives

1. To find out the level of maternal protection of children at home.
2. To find out the level of achievement motivation of primary school's students.

3. To assess the impact of maternal overprotection of children on achievement motivation of primary school students

Research Hypothesis

H_01:   There is no significant difference between academic achievement motivation score based on higher maternal overprotection and lower maternal overprotection.

H_02:   There is no significant difference between academic achievement motivation score based on top maternal overprotection and bottom maternal overprotection.

H_{03}: There is no significant correlation between maternal overprotection of children and academic achievement motivation score.

Method and Procedures

A quantitative survey design has been used in this study. As higher and lower level of protection were grouping variables while achievement motivation was dependent variable. Correlational design was also used. For the current research, the researchers have adopted the positivism research philosophy. As positivism research philosophy mainly deals with the observations of a phenomenon that is relied on factual knowledge for the development of subjective evidence. The implementation of positivism philosophy for the current research will help in examining the effect of maternal overprotection on the achievement motivation of primary school students in lower DIR (Mason, Augustyn, and Seakhoa-King, 2022). This research philosophy has the capability of providing the advantage of using quantitative data that led the researchers to obtain clear results.

The current research utilizes a quantitative design method that helps in achieving larger data and helps in examining the reliability of the evidence along with factual knowledge prevailing with regards to the research topic (Schoonenboom and Johnson, 2017). The adoption of a quantitative research design

helped the investigator in verifying the effects of maternal overprotection on the achievement motivation of primary school students in lower DIR. It enables the participation of different subjects for attaining more generalized results. So the research design was survey, causes comparative and correlational.

Population

For the attainment of correct and relevant data, it is important to select the right population. The population for this study comprises of all the primary schools' students studying at District Dir lower. There are 755 primary schools in District Dir lower and number of students at grade 5th were 21,972. (District Education office Dir lower, 2020)

Sample Size and Sample Method

For the size of the sample, 5th grade student's mothers were selected. In the first phase 50 primary schools were selected randomly. In the second phase 20% student's mothers were selected randomly. These 400 students, along with their maternal overprotection, were researched and studied. The research could have been conducted on more than 400 students, but it is owing to covid-19 that the sample size was reduced to 20% student's mothers out of 50 primary schools. It became a sample of 400 mothers of 5th grade students.

Instrumentation

The instruments for the collection of data were questionnaires to gather quantitative data. For further collection of data, the achievement motivation scale and maternal overprotection scale were used.

Maternal overprotection Scale

Maternal over protection scale was developed to measure protection level of children based on the existing literature. The Mothers of students were asked to respond the following types of item of the questionnaire on five point Likert scale (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree),, as per her own feelings .

1. I often think about my child during work.
2. I encourage my child to talk about his/her trouble.
3. I often joke and play with my child.

Item No. 1, 12, 13,14,15,16 and 21 were negative so that's these were coded negatively in SPSS.

Validation

For validation of the scale there are two methods, one is quantitative e.g. factor analysis and other is qualitative in nature in which the scale is given to subject matter experts. As there was covid-19 problem so the quantitative approach of factor analysis was abandoned and only depend on qualitative approach was done. So, the questionnaire was validated by giving to four subject matter experts and their views were incorporated in the research scale.

Reliability

For reliability purpose questionnaire was filled from thirty-five mothers and Cronbach alpha was found. Cronbach alpha was 0.75.

Achievement Motivation Scale

Achievement Motivation Scale was developed to measure Academic achievement motivation of children based on the existing literature. The Mothers of students were asked to respond the following types of items of the questionnaire on five-point Likert scale (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree), as per her own feelings.
My child is willing to undertake new tasks.
My child shows self-direction and independence in activities.
My child does not accept help even he/she needs it.
I help my child with his homework when he asks me to do so.
Item No. 6,11,12,13,14,15,16,22,27 and 29 were negative so that's these were coded negatively in SPSS.

Validation

For validation of the scale there are two methods, one is quantitative e.g factor analysis and other is qualitative in nature in which the scale is given to subject matter experts. As there was covid-19 problem so the quantitative approach of factor analysis was not done and only depend on qualitative approach was done. So Questionnaire was validated by giving to four subject matter experts (Appendix A) and their views were incorporated in the research scale.

Reliability

For reliability purpose questionnaire was filled from thirty-five mothers and Cronbach alpha was found. Cronbach alpha was 0.71.

Data Collection Method

Data was collected from mothers of 5th class students through achievement motivation scale and maternal overprotection scale. For the data collection the researcher visited the field in person along with well-trained postgraduate female research assistant. The Mothers of students were asked to respond every item of the questionnaires on five-point Likert scale, as per her own feelings. Whenever mother was uneducated, so the research assistant helped her in filling both the questionnaires. Respondents may be offered a choice of one to five responses with the neutral point being neither agree nor disagree. In its final form, the five points Likert scales which are used to allow every mother to express how much she agree, strongly agree, or disagree, strongly disagree with a particular statement. After obtaining the answers, they were analyzed to find out the desired result in the form of impact. The obtained data not only helped investigator to find out the relationship between the overprotection and effect on achievement motivation but also help the other researchers in their research using the result obtained in this work.

Data Analysis

To analyze the obtained data method of correlation was used. This will allow the investigator to have appropriate data collection about the topic from the sample population. After the investigation of data, researcher looked at patterns and deduce results based on the patterns found in the data. With the help SPSS the researcher applied descriptive statistics and analysed the mean, standard deviation and other relevant statistical testing to test the proposed hypotheses. Pearson r was applied for correlation between protection level and achievement motivation of 5th grade students while the protection of child was done on the median of scale. Whereas the score was higher from the median of the scale. These were labelled as higher level of overprotection and where the score was below the median of the scale were labelled as lower-level maternal overprotection.

RESULTS

The main objectives of the study were to unveil the impact of maternal protection on achievement motivation of primary school students and find out the relationship of maternal protection level with achievement motivation of the child. The results of this current study are presented below.

Table 1. Table showing comparison of mean academic achievement motivation score between higher maternal overprotection and lower maternal overprotection.

$H_0 1$:   There is no significant difference between academic achievement motivation score on the basis of higher maternal overprotection and lower maternal overprotection.

	Category	N	Mean	SD	t	df	Sig.
Academic Ach Motivation	Higher Maternal Overprotection	100	122.62	7.21			
					8.7	198	.000

Lower Maternal Overprotection	100	112.51	9.11	

P*<.05, P**<.01

Firstly, the total maternal overprotection score was written in ascending order. The topmost 25% were labelled as higher maternal overprotection while the lowest 25% maternal overprotection score was labelled as lower maternal overprotection. Their total academic achievement motivation score was written in front of it. Then academic achievement motivation score between higher maternal overprotection and lower maternal overprotection was compared. The result was that there was significant difference between academic achievement motivation score based on higher maternal overprotection and lower maternal overprotection. The academic achievement motivation of higher maternal overprotection was significantly higher than lower group of academic achievement motivation. As the Mean of academic achievement motivation score for higher maternal overprotection was 122.62 while mean of academic achievement motivation score for lower maternal overprotection was 112.51 with t=8.700, df=198 at P*<.05 and P**<.01. Hence the hypotheses "There is no significant difference between academic achievement motivation score on the basis of higher maternal overprotection and lower maternal overprotection" was rejected. The reason for this higher academic achievement motivation score for higher maternal overprotection is maternal support and attention by the mothers. And the mother support to help him safe from worries and distress. Moreover, the encouragement of the mother is also responsible for higher academic Ach Motivation score.

Table 2. Table showing comparison of academic achievement motivation score between top maternal overprotection and bottom maternal overprotection.

$H_0 2$: There is no significant difference between academic achievement motivation score based on top maternal overprotection and bottom maternal overprotection.

	Category	N	Mean	SD	t	df	Sig.
Academic Ach Motivation	Top Maternal Overprotection	200	119.9	7.93			
					9.91	198	.000
	Bottom Maternal Overprotection	200	111.96	8.08			

P*<.05, P**<.01

The total maternal overprotection score was written in descending order. The topmost 50% were labelled as top maternal overprotection while the lowest 50% maternal overprotection score was labelled as bottom maternal overprotection. Their total academic achievement motivation score was written in front of it. Then academic achievement motivation score between top maternal overprotection and bottom maternal overprotection was compared. The result was that there was significant difference between academic achievement motivation score based on top maternal overprotection and bottom maternal overprotection. The academic achievement motivation of top maternal overprotection was significantly higher than group of academic achievement motivation. As the Mean of academic achievement motivation score for higher maternal overprotection was

119.90 while mean of academic achievement motivation score for lower maternal overprotection was 111.96 with t=9.91, df=398 at P*<.05 and P**<.01. Hence the hypotheses "There is no significant difference between academic achievement motivation score on the basis of top maternal overprotection and bottom maternal overprotection." was rejected. The

reason for this higher academic achievement motivation score for higher maternal overprotection is maternal support and attention by the mothers. And the mother support to help him safe from worries and distress. Moreover, the encouragement of the mother is also responsible for higher academic Ach Motivation score.

Table 3. Mean Difference based on Age Level.

H_0. There is no significant mean difference between maternal overprotection based on Age.

Age	Child Age	N	Percent	Mean	t	Df	Sig.
Maternal overprotection	9-11	335	83.8	90.67	3.12	198	0.00
	12-14	65	16.3	87.83			

P* < .05, P** <.01

We found significant mean difference between groups with respect to age, the mean value for group (9-11) years was 90.67 and for group (12-14) years was 87.83 wit t=3.12 and degree of freedom 398. It show maternal overprotection

for lesser age is higher. So the null hypothesis "There is no significant mean difference between maternal overprotection on the basis of Age" was rejected.

Table 4. Comparison between Mean Difference on Gender Basis.

H_0. There is no significant mean difference of maternal overprotection based on gender.

Child Sex		N	Percent	Mean	t	Df	Sig.
Maternal overprotection	Male	277	69.2	89.58	-2.776	198	0.021
	Female	123	30.8	91.61			

P* < .05, P** <.01

There is significant mean difference between gender in the level of 0.5 as P<0.5 but no significant mean difference based on P<0.1, as the mean value for Male was 89.58 and Female 91.61 with t=-2.776 and df=198. It shows that

Female children are overprotected more than Male children. So, the null hypothesis "There is no significant mean difference of maternal overprotection on the basis of gender" was rejected.

Table 5. Post Hoc (Tukey) Test for Measuring Mean Difference among Maternal Overprotection Groups with Respect to Mothers Age.

H_0. There is no significant mean difference of maternal overprotection with respect to mother's age.

(I) Mother Age	(J) Mother Age	Mean Difference (I-J)	Std. Error	Sig.
28-37	38-47	-0.50905	0.83118	0.813
	48-57	-8.46840*	2.73966	0.006

	28-37	0.50905	0.83118	0.813
38-47	48-57	-7.95935*	2.78623	0.012
	28-37	8.4684*	2.73966	0.006
48-57	38-47	7.95935*	2.78623	0.012

*The Mean Difference is significant at the 0.05 level.

The mean difference is significant between the ages (28-37 and 38-47) as the mean difference is -.50905 and (28- 37 and 48=57) having mean difference -8.46840*. Similarly, there is significant difference between the ages (38-47 and 48-57) having mean difference -7.95935*. so, the null hypothesis "There is no significant mean difference of maternal overprotection with respect to mother's age" was rejected.

Table 6. Mean difference based on Employment Status.

H_0. There is no significant mean difference of maternal overprotection based on Employment Status.

Status	Employment Status	N	Percent	Mean	t	df	Sig.
	Housewife	325	81.3	89.98			
Maternal overprotection					-1.586	398	0.0505
	On-Job	75	18.8	91.33			

$P^* < .05$, $P^{**} < .01$

There was no significant difference between Housewife and On Job group, as the mean value for Housewife was 89.98 and On Job was 91.33 with t=-1.568 and df=398. So, the null hypothesis "There is no significant mean difference of maternal overprotection on the basis of Employment Status" was rejected.

Table 7. Post Hoc (Tukey) Test for Measuring Mean Difference among Groups with Respect to Mothers Qualification.

H_0. There is no significant mean difference of maternal overprotection with respect to mother's Qualification.

(I) Qualification	(J) Qualification	Mean Difference (I-J)	Std. Error	Sig.
From uneducated to Matric	F.A	-1.42303	1.10248	0.569
	B.A	-3.20564*	0.94392	0.004
	M.A and Above	-2.63216*	0.83055	0.009
F.A	Upto Matric	1.42303	1.10248	0.569
	B.A	-1.78261	1.27372	0.500
	M.A and Above	-1.20913	1.19214	0.741
B.A	Upto Matric	3.20564*	0.94392	0.004
	F.A	1.78261	1.27372	0.500
	M.A and Above	0.57348	1.04724	0.947
M.A and Above	Upto Matric	2.63216*	0.83055	0.009
	F.A	1.20913	1.19214	0.741
	B.A	-0.57348	1.04724	0.947

*The Mean Difference is significant at the 0.05 level.

The significant mean difference between the Qualification (Upto Matric and F.A) as the mean difference is -1.42303 and (Upto Matric and B.A) having mean difference -3.20564*.Similarly there is significant difference between the Qualification (Upto Matric and M.A and Above) having mean difference -2.63216*.This shows that Mean Difference increases with increasing age or as one gets older. So the null hypothesis "There is no significant mean difference of maternal overprotection with respect to mother's Qualification" was rejected.

Table 8. Mean Difference based on Age Level.

H_0. There is no significant mean difference in Academic Ach Motivation based on Age.

Age	Child	N	Mean	S. D	t	Df	Sig.
	9-11	335	87.20	7.98			
Academic Ach Motivation					2.061	398	0.627
	12-14	65	85.06	5.88			

$P^*<.05$, $P^{**}<.01$

We found significant mean difference between groups with respect to age, the mean value and Standard Deviation for group (9-11) years was 87.20 and 7.98 respectively, and for group (12-14) years was 85.06 and 5.88 respectively, with t=2.061 and df= 398. It shows that there is no significant mean difference in Academic Achievement Motivation score based on child Age.

Table 9. Mean Difference on Gender Basis.

H_0. There is no significant mean difference in Academic Ach Motivation based on Gender.

sex	Child	N	Mean	S. D	t	Df	Sig.
	Male	277	86.24	6.28			
Academic Ach Motivation					-2.411	398	0.096
	Female	123	86.06	10.11			

$P^*<.05$, $P^{**}<.01$

The mean value and Standard Deviation for Male was 86.24 and 6.28 respectively, and for Female was 86.06 and 10.11 respectively, with t=-2.411 and df= 398. It shows that there is no significant mean difference in Academic Ach Motivation score based on Gender.

Table 10. Table showing correlation (pearson r) between maternal overprotection and academic achievement motivation.

H_{03}: There is no significant correlation between maternal overprotection and higher academic achievement motivation score.

Maternal Overprotection	R	0.427
	Sig	0.00
	N	400

$P^*<.05$, $P^{**}<.01$

The correlation between maternal overprotection and academic achievement motivation was .427 which is significant and moderate correlation at P*<.05 and P**<.01. Hence the hypothesis "There is no significant correlation between maternal overprotection of children and academic achievement motivation score" was rejected. It means higher maternal overprotection leads to high academic achievement motivation. The reason for this higher academic achievement motivation score for higher maternal overprotection is maternal support and attention by the mothers. And the mother support to help him safe from worries and distress. Moreover, the encouragement of the mother is also responsible for higher academic Ach Motivation score.

Discussion

Maternal protection is the most significant factor leading to effective learning, motivation and achievement among children. Maternal protection is the factor that reduces the issues of learning, ambiguities and provides the guideline to stay appropriately for the learning at home (Ali, 2021). It has been observed that overprotection or low maternal protection leads to the children's ineffective learning and demotivation. However, this concept is not valid for all children because some are self-motivated. Different factors affect the children's learning and maternal protection, including substance use, psychological issues, social factors, overprotection and others from the parent's side. Asif et al. (2019) have been made a most recent and effective study to explore the role of maternal education in children related to learning (Al–Tamimi et al., 2019). Maclean et al. (2017) made a study related to the children living out from the home to examine the educational success and parental protection role. It is essential to provide the proper care and level of protection because it develops a psychological impact on the children learning and motivation. According to Bland et al.(2020) Maternal protection has a significant role in children motivation. There is

a need for an optimal level of protection from the parents to meet the effective development of children. The findings of this study shows a significant difference between academic achievement motivation scores based on higher maternal overprotection and lower maternal overprotection. The higher maternal overprotection had significantly higher academic achievement motivation than a lower group academic achievement motivation. Because with t=8.700, df=198 at P*<.05 and P**<.01, the academic achievement motivation score mean for higher maternal overprotection was 122.62, while the academic achievement motivation score means for lower maternal overprotection was 112.51. Thus, it can be derived that the rationale behind the higher academic achievement motivation score for higher maternal overprotection is the attention and support provided by the mother. Moreover, the mother's support keeps the child away from distress and worries. Furthermore, the mother's encouragement can also be a reason for higher academic Achievement Motivation scores. The finding this study also shows a significant difference between academic achievement motivation scores based on top maternal overprotection and bottom maternal overprotection. The top group of maternal overprotection academic achievement motivation was significantly higher than the academic achievement motivation group. As with t=9.91, df=398 at P*<.05 and P**<.01, the academic achievement motivation mean was 119.90 for higher maternal overprotection while 111.96 was the academic achievement motivation score mean for lower maternal overprotection. Thus the rationale behind the higher academic achievement motivation score for higher maternal overprotection is the attention and support provided by the mother. Moreover, the mother's support keeps the child away from distress and worries. Furthermore, the mother's encouragement can also be a reason for higher academic Achievement Motivation scores. The major findings of this study are supported by the existing literature.

This study finds that children who have overprotective maternal relationship have high academic achievement. This is supported by a study (Dash &Sriranjan, 2014.) that documents higher achievement motivation in adolescents with higher maternal overprotection. Furthermore, study also finds that maternal education has a significant impact on children achievement motivation. This finding is supported by Saleem et al., 2015 who finds parental education to be an essential; part of children academic performances. Additionally, this study finds that higher encouragement and support from mother can also be a reason for higher academic achievement motivation and keep them away from stress. According to the Al–Tamimiet al.(2019), supporting and encouraging parenting style facilitates children's behavior and academic motivation, along with creativity. The study also finds significant relation of maternal education and age with their overprotection toward children. As stated by Acharya et al.(2009) that the level of mother's educational significantly impacts on child achievement and motivation. Lastly, maternal overprotection is higher for lesser age children. As per by Georgiou (2018), children at adolescent stage experience maternal overprotection more. This chapter, therefore, discusses the results of the analysis in accordance with the objectives of the study and the research questions to be answered in the study.

Conclusion

From the above findings of this study, it can be concluded that parents provide an optimal level of protection for children's effective development. To provide children opportunities for growth and development, the factors exceeding and affecting maternal overprotection must be heeded. Specific approaches should be incorporated for mental and physical maternal health that will eventually positively affect the child's development and academic achievement motivation. Likewise, financial security and job retention should be ensured after the maternal

leaves. As for the Primary School Student Achievement Motivation, practical learning should motivate children to achieve their desires and goals. Besides this, maternal overprotection in some literature has been positively related to academic achievement motivation, the supportive parenting profile provides children emotional support, and it is more like a person-centred approach where the control level is considered low. Moreover, policymakers can also be benefactors of this research as it will allow them to motivate students to escalate their achievement motivation and facilitate them by giving ground to include strategies for students to increase their studies. Apart from this, the psychology sector can also benefit from it by providing insight into the linkage of academic performance with the parent-child relationship and achievement motivation.

Implications of the study

This research will be significant for its practical and academic significance. It will assist the researchers to fill the gap as well as make vital contributions among the existing literature. This research will also be significant because it will address major insights into theoretical underpinnings related to the parent-child relationship and achievement motivation. It will also allow the policymakers to influence students to increase their achievement motivation and provide them ground to incorporate strategies for students to excel in their studies. Besides, this research will be beneficial for the field of psychology as well as they can avail an understanding of the relationship of the parent-child relationship and achievement motivation for the academic performance. The current research too holds a significant value in a manner that it will add new research in the notion of maternal over protection on achievement motivation of primary school students. The study holds significance in examining the phenomena of maternal over protection on achievement motivation of primary school students. Most vitally, this research will be beneficial in

addressing the gap which is linked with exploring the level of protection of children and also the relationship of overprotection with achievement motivation. Furthermore, this research will be beneficial for the academic students who are willing to avail knowledge with regards to the availing insights for the maternal over protection on achievement motivation of primary school students. It is also beneficial for the stakeholders' parents to understand the importance of maternal overprotection for children. Moreover, the govt. can start a widespread campaign on media to acquaint mother for the protection of that children academic life.

References

Acharya, Neha, &Shobhna Joshi.(2009), "Influence of parents' education on achievement motivation of adolescents." Indian Journal Social Science Researches 6.1 72-79.Doi: https://www.researchgate.net/profile/ Nasir-Ali- 3/publication/265267533_Job_Status_ Gender_and_Level_of_Education_as_ Determinants_of_Job_Satisfaction_of _Senior_Secondary_School_Teachers/ links/541cccb50cf2218008cef701/Job- Status-Gender-and-Level-of- Education-as-Determinants-of-Job- Satisfaction-of-Senior-Secondary- School-Teachers.pdf#page=75

Ali, A., (2021). Current Status of Malnutrition and Stunting in Pakistani Children: What Needs to Be Done? Journal of the American College of Nutrition, 40(2), pp.180-192.Doi: https://www.tandfonline.com/doi/abs/ 10.1080/07315724.2020.1750504

Al–Tamimi, Angham, & Mohammed Amin Al- Qudah.(2019), "The Relationship between the parenting Styles of the Students of the First Three Grades with

their Level of Creativity." An Interdisciplinary Journal for Science and Technology Studies,(13) : 123- 134.Doi: https://www.researchgate.net/publicati on/334108410_International_Journal_ of_Advanced_Science_and_Technolo gy_The_Reality_about_the_Education al_Capabilities_of_the_Jordanian_Wo men_in_preventing_their_Sons_Daug hters_from_Adopting_Fanatical_Ideol ogies

Asif, & Atta Muhammad. (2019), "Role of maternal education and vaccination coverage: evidence from Pakistan demographic and health survey." Asia Pacific Journal of Public Health 31.8 679- 688.Doihttps://journals.sagepub.com/d oi/abs/ 10.1177/1010539519889765

Bland, Andrew M., &Eugene M. DeRobertis.(2020). "Maslow's unacknowledged contributions to developmental psychology." Journal of Humanistic Psychology 60.6 934- 958.Doi: https://www.academia.edu/download/ 55100015/Bland_and_DeRobertis_- _Maslow_and_Developmental_Psych ology.pdf

Buss, K.A., Zhou, A.M. and Trainer, A., (2021). Bidirectional effects of toddler temperament and maternal overprotection on maternal and child anxiety symptoms across preschool. Depression and anxiety, 38(12), pp.1201-1210.

Dash, M. and Sriranjan, P., (2014). Maternal over-protection and achievement motivation among high school students. Journal Of Humanities And Social Science, 19(5), pp.57-62.

Doctoroff, G.L. and Arnold, D.H., (2017). Doing homework together: The relation between parenting strategies, child engagement, and achievement. Journal of Applied Developmental Psychology, 48, pp.103-113.

Georgiou, S.N., Ioannou, M. &Stavrinides, P. (2018), Cultural values as mediators between parenting styles and bullying behaviour at school. The social psychology of education, 21.1,pp.27-50.Doi:https://www.researchgate.net/profile/Myria-Ioannou/publication/321116666_Cultural_values_as_mediators_between_parenting_styles_and_bullying_behavior_at_school/links/5b97bed992851c4ba80dde8e/Cultural-values-as-mediators-between-parenting-styles-and-bullying-behavior-at-school.pdf

Harding, J.F., Morris, P.A. and Hughes, D., (2015). The relationship between maternal education and children's academic outcomes: A theoretical framework. Journal of Marriage and Family, 77(1), pp.60-76.

Maclean, M.J., Taylor, C.L. &O'Donnell, M., (2017). Relationship between out-of-home care placement history characteristics and educational achievement: A population-level linked data study. Child abuse & neglect, 70, pp.146-159.

Mason, P., Augustyn, M.M. and Seakhoa-King, A., (2022). Research Philosophy. In Encyclopedia of Tourism Management and Marketing. Edward Elgar Publishing.

Mehndroo, M. and Vandana, M., 2020. IMPACT OF MOTIVATION ON ACADEMIC ACHIEVEMENT. Ilkogretim Online, 19(4), pp.3316-3320.

News-18. (2022). Here's Why Fathers Are Even More Important Than You Think. [online] Available at:

<https://www.news18.com/news/lifestyle/heres-why-fathers-are-even-more-important-than-you-think-1258400.html> [Accessed 7 March 2022].

Patel, N.B., Xu, Y., McCandless, L.C., Chen, A., Yolton, K., Braun, J., Jones, R.L., Dietrich, K.N. &Lanphear, B.P., (2019), Very low-level prenatal mercury exposure and behaviours in children: the HOME Study. Environmental Health, 18(1), pp.1-12.Doi: https://ehjournal.biomedcentral.com/articles/10.1186/s12940-018-0443-5

Schoonenboom, J. and Johnson, R.B., (2017). How to construct a mixed methods research design. KZfSSKölnerZeitschriftfürSoziologie und Sozialpsychologie, 69(2), pp.107-131.

Sopiah, C., (2021). The Influence of Parenting Style, Achievement Motivation and Self-Regulation on Academic Achievement. Turkish Journal of Computer and Mathematics Education (TURCOMAT), 12(10), pp.1730-1742.

Thakre, N. and Shen, C., (2020). Parenting styles, study habits and achievement motivation among adolescents. Journal of Psychosocial Research, 15(1), pp.281-293.

The Conversation. (2022). Do mothers really have stronger bonds with their children than fathers do?. [online] Available at:

<https://theconversation.com/do-mothers-really-have-stronger-bonds-with-their-children-than-fathers-do-57590> [Accessed 7 March 2022].

Ullmann, E., Licinio, J., Barthel, A., Petrowski, K., Stalder, T., Bornstein, S.R. and Kirschbaum, C., (2017). Persistent LHPA activation in German individuals raised in an overprotective parental behavior. Scientific reports, 7(1), pp.1-9.

UNICEF. (2022). Social protection. [online] Available at: <https://www.unicef.org/social-policy/social-protection> [Accessed 7 March 2022].

Vivette Glover, MA, PhD, DSc Institute of Reproductive and Developmental Biology, Imperial College London, United Kingdom April 2019, Rev. ed

Waters, T.E., Camia, C., Facompré, C.R. and Fivush, R., (2019). A meta-analytic examination of maternal reminiscing style: Elaboration, gender, and children's cognitive development. Psychological Bulletin, 145(11), p.1082.