



A study of parental encouragement on the academic achievement of secondary level students in J & K

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Abstract

The Study was under taken to study parental encouragement on the academic achievement of secondary level students. The Sample of the study comprised of hundred secondary school students in which 50 were Rural (25 Male and 25 Female) and 50 were Urban (25 Male and 25 Female) of 10th and 12th grade selected randomly from various secondary schools. Parental encouragement scale (PES) developed by Dr. R.R Sharma was used to collect data from the selected sample. The aggregate marks of previous class were taken as their academic achievement. Percentage, Mean, Standard Deviation and t-test were used for the analysis of data. The findings of the study revealed that rural and urban students of secondary level differ significantly on the composite score of parental encouragement. The study further highlighted that the male secondary students have perceived high parental encouragement as compared to female students.

Keywords: parental encouragement, academic achievement

Introduction

Nowadays, life becomes too complex due to advancement in the world of science and technology. With the pressure of international economic competition, day to day modernization, and increased focus on technology, every one struggling to encourage improvement in education to help our guardians. Parents play a very important role in the life of a child. Parents are the natural teachers because they know their child better than anyone else. The role of parents in the success of their children is most important, as all parents want their children to become successful in life. The proper role of the parents is to provide encouragement, support and access to the activities that enable the child to master key developmental tasks.

Parental encouragement as a term in education has very explicitly been defined by Rossi (1965) in these words: "When father and Mother approve or appreciate any activity related to education or revoke any hurdle felt by the student in the process, or guide him the right and wrong – this entire spectrum activity comes within the purview of parental encouragement."

Parental involvement may have very essential in school-based activities of their children. These activities may involve contacts with teachers, checking the attendance of children in school, monitoring their activities in school, checking their periodical academic progress reports. All these things might be very helpful in higher level academic achievements of children.

Parents are responsible for shaping the personality of a child and they are primarily responsible for a child's basic care, direction, support, protection and guidance. Parents generate vital source of satisfaction for the child's physical and psychological needs.

Statement of the problem

"A Study of Parental Encouragement on the academic

achievement of Secondary Level Students".

Definitions of terms and variables

- 1. Parental Encouragement:** Parental encouragement is one of the aspects of parental treatment. Parents show it by helping and guiding the child. In the present study, parental encouragement referred to the scores obtained by sample subjects on R.R Sharma Parental Encouragement Scale (PES) developed by Dr. R.R. Sharma.
- 2. Academic Achievement:** Academic achievement in the present study needs explanation in view of the pivotal position it assumes in the present research. Academic achievement for the present study means the aggregate marks obtained by the sample students in all the subjects of class 10th.

Objectives of the study

The following objectives have been formulated for the present study:

1. To findout the parental encouragement of secondary school students with respect to rural/urban and gender-wise.
2. To findout the academic achievement of secondary school students with respect to rural/urban and gender-wise.
3. To findout the relationship of parental encouragement and academic achievement of secondary school students.

Hypotheses

For achieving the above objectives following hypotheses were formulated:

1. There is no significant difference between parental encouragement of secondary school students with respect to rural/urban and gender wise.
2. There is no significant difference between academic achievements of secondary school students with respect

to rural/urban and gender wise.

3. There is a negative relationship on parental encouragement and academic achievement of secondary school students with respect of rural/urban and gender wise.

Review of literature

1. Studies On Parental Encouragement

a) India

Anuradha Sharma and Jyoti K., Hajuria (2014) conducted through descriptive survey method. The sample consists of 300 (both male and female) senior secondary school students of Uttar Pradesh. Agarwal parental encouragement scale by Kusum Agarwal was used. The results revealed that there is significant and positive relationship between parental encouragement and academic achievement of senior secondary school students. The study also indicates that there is significant difference between male and female with regard to parental encouragement. The female students show greater parental encouragement than male students.

Nidhi and Anuradha Kolnala (2014) ^[4] The sample comprised of 100 subjects in which 50 was rural (25 male and 25 female) and 50 was urban (25 male and 25 female) by using quota sampling technique. The tools used by the investigator were Agarwal Parental Encouragement developed by Kusum Agarwal, and Agnihotri's self – confidence inventory developed by Rekha Agnihotri. The results revealed that rural adolescents, whether male or female, perceive less parental encouragement which in turn, leads to lesser self confidence. It also reveals urban adolescents, whether male or female, perceive high parental encouragement which leads to higher self confidence. M.L. Jaidka (2015) ^[7] analyses the relationship between value pattern and parental encouragement among 10th class students. The study was conducted with a sample of 200 students of 10th class from rural and urban area government schools of Moga district of Punjab state, India. Out of 200 students of 10th class, there were 100 boys, 87 belonging to the rural area school and 13 to urban area schools and out of 100 girls, 88 girls were from rural area and 12 from urban area schools. The study of values tested by R. K. Ojha and parental encouragement scale by R. R. Sharma were administered. The major findings of the study revealed the significant positive correlation between the value pattern and parental encouragement among 10th class students with respect to sex and locale.

2. Studies on academic achievement

a) India

Danista Parveen (2014) ^[14] the present study attempts to analyze the relationship between intelligence and academic achievement of secondary school level students. The Sample of the study consisted of class tenth, 150 secondary level students (75 boys and 75 girls) from AMU Aligarh schools. Group Test of Mental Ability by R.K. Tondon was used to find out intelligence of students and for measuring academic achievement the annual examination marks of the students were used. From the results of the study it has been found that intelligence is positively and significantly related with academic achievement of secondary level students.

Moyosola Jude Akomolafe (2013) The purpose of this study was to investigate the relationship of personality characteristics to academic performance of secondary school students. The correlation type of descriptive research design was used for the study. Three hundred and ninety eight students constituted the study's sample. Both the independent and dependent variables were measured with relevant standardized instruments. Two research questions were administered in the study. Findings showed that personality dimensions jointly and relatively predicted academic performance except neuroticism. The findings imply that teachers should construct learning environments that take into consideration students' individual differences and strengths. Appropriate counselling interventions should be used to assist students experiencing worry, anxiety, frustration and stress to deal with their concerns.

Hafiz Muhammad Waqas Rafiq, Tehsin Fatima (2013) The present research aims to explore the effect of parental involvement in the academic achievement of their children. The research was conducted in Allama Iqbal Town, Lahore city of Pakistan. A total of 150 students (boys and girls) of 9th class of secondary schools (public and private) were taken as respondents. Four schools were selected through simple random sampling which include one boy and one girl from each of the public and private schools categories for equal representation of both boy and girl students in the sample frame of present study. Survey questionnaire was used as a tool for data collection. After the analysis of data, it was found that parental involvement has significance effect in better academic performance of their children. The present research has proved that parental involvement enhanced the academic achievements of their children.

Methodology

This current research was a descriptive study using a mixed method approach. Both quantitative and qualitative approaches were employed for data collection and analysis.

Sample for the study

The sample for the present study consists of 100 secondary school students in which 50 were rural (25 male and 25 female) and 50 were urban (25 male and 25 female) were selected by purposive sampling technique.

Tools used in the present study

1. Parental Encouragement Scale (PES) developed by Dr. R.R. Sharma was used to collect the data.
2. For ascertaining the academic achievement of the students, the researcher had collected the result of High School Board Examination, 2014 to measure the academic achievement of the students.

Statistical techniques used

T-Test was used to find out the significance of difference in parental encouragement and academic achievement of secondary level students. Further Pearson correlation coefficient was used to find out the relationship between parental encouragement and academic achievement of secondary school students.

Analysis and Interpretation of the data

Table 1: Frequency distribution of rural male and rural female secondary students on their level parental encouragement

| Levels | Rural Male | | Rural Female | |
|---------|------------|------------|--------------|------------|
| | N | Percentage | N | Percentage |
| High | 10 | 40.0 | 9 | 36.0 |
| Average | 12 | 48.0 | 11 | 44.0 |
| Low | 3 | 12.0 | 5 | 20.0 |
| N=50 | N=25 | | N=25 | |

The above table showed the frequency distribution of rural male and rural female secondary students on their parental encouragement. The results of the table showed that 40% of rural male secondary students have high level of parental encouragement, 48% of rural male secondary students have average level of parental encouragement and 12% rural male secondary students have low level of parental encouragement.

Table 2: Frequency distribution of urban male and urban female secondary students on their level of parental encouragement

| Levels | Urban Male | | Urban Female | |
|---------|------------|------------|--------------|------------|
| | N | Percentage | N | Percentage |
| High | 8 | 32.0 | 7 | 7.0 |
| Average | 15 | 60.0 | 13 | 13.0 |
| Low | 2 | 8.0 | 5 | 5.0 |
| N=50 | N=25 | | N=25 | |

The above table showed the frequency distribution of level urban male and urban female secondary students on their parental encouragement. The table revealed that 32% urban male secondary students have high level of parental encouragement, 60% urban male secondary students have average level of parental encouragement and only 8% urban male secondary students have low level of parental encouragement.

Table 3: Frequency distribution of rural and urban secondary students on their level of parental encouragement

| Levels | Rural | | Urban | |
|---------|-------|------------|-------|------------|
| | N | Percentage | N | Percentage |
| High | 19 | 38.0 | 15 | 15.0 |
| Average | 23 | 46.0 | 28 | 28.0 |
| Low | 8 | 16.0 | 7 | 7.0 |
| N=100 | N=50 | | N=50 | |

The above table showed the frequency distribution of rural and urban on their level of parental encouragement. The results of the table indicated that 38% rural secondary students have high level of parental encouragement, 46% rural secondary students have average level of parental encouragement and 16% rural secondary students have low level of parental encouragement.

Table 4: Correlation coefficient between parental encouragement and academic achievement among secondary students with respect to domicile (Rural/Urban)

| | Academic Achievement | p |
|------------------------|----------------------|------|
| Parental Encouragement | .37* | .012 |

* $p < 0.05$ level of significance

The above table showed Pearson Correlation Coefficients for level of parental encouragement and academic achievement with respect to domicile. Ranging from ($r=0.37, p=0.12$) the correlation are significant. It is evident from the table that parental encouragement with respect to domicile is positively correlated with academic achievement.

Table 5: Correlation coefficient between parental encouragement and academic achievement among secondary students with respect to gender

| | Academic Achievement | p |
|------------------------|----------------------|------|
| Parental Encouragement | $r = .39^*$ | .008 |

* $p < 0.05$ level of significance

The above table showed Pearson Correlation Coefficients for parental encouragement and academic achievement with respect to gender. Ranging from ($r = 0.39, p=0.008$) and the correlation are significant. It is evident from the table that parental encouragement with respect to gender is positively correlated with academic achievement.

In the present study it is found that there is no significance difference between parental encouragement of secondary school students with respect to rural/urban and gender wise stands rejected. Further, the study reveals there is no significance difference between academic achievement of secondary school students with respect to rural/urban and gender wise stands rejected.

Summary

Present day society is based on competition in which everyone has the tendency to perform as perfectly as possible and that is why motivation, encouragement and support of parents make him more confident and optimistic. The amount of parental interest, encouragement is obviously a crucial factor in the child’s progress. Parental encouragement is indeed the most vital aspect of a child’s social and personal development, very few educators, counsellors and parents fully realise this fact. Encouragement is positive feed-back that focuses primarily on efforts or improvements rather than outcomes.

Conclusion

On the basis of analysed data the following conclusions has been drawn out from the present study. These are listed as under:

1. It was found that 40% of rural male secondary students have high level of parental encouragement, 48% of rural male secondary students have average level of parental encouragement and 12% rural male secondary students have low level of parental encouragement.
2. It was found that 32% urban male secondary students have high level of parental encouragement, 60% urban male secondary students have average level of parental encouragement and only 8% urban male secondary students have low level of parental encouragement.
3. It was found that 38% rural secondary students have high level of parental encouragement, 46% rural secondary students have average level of parental encouragement and 16% rural secondary students have low level of parental encouragement.
4. It was found that 14% male secondary students secured

distinction, 30% male secondary students secured I division, 36% male secondary students secured II division, 20% male secondary students secured III division.

5. It was found that there is a significant difference between rural secondary students and urban secondary students on their parental encouragement.
6. It was found that secondary students have better academic achievement as compared to male secondary students.
7. It was found that parental encouragement with respect to domicile is positively correlated with academic achievement.
8. It was found that parental encouragement with respect to gender is positively correlated with academic achievement.

Suggestions

The following suggestions are taken into consideration while carrying out further research work in the field of parental encouragement, personality adjustment and academic achievement.

1. The study should be replicate on a large sample.
2. The studies may be undertaken to study the parental encouragement in relation to self concept.
3. The study may be undertaken to study the parental encouragement of physically challenged students.
4. A comparative study may be undertaken to study the parental encouragement, personality adjustment and academic achievement of Govt. and private higher secondary school students.
5. The students at various levels (i.e. college students and high schools) may be compared on parental encouragement and personality adjustment.

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