



## PARENTAL ENCOURAGEMENT AND ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS

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### ABSTRACT

*This study was explored to find out the parental encouragement and academic achievement of 9<sup>th</sup> standard students. Survey method was used. A sample of 300 students was selected by using random sampling technique in Ariyalur District, Tamil Nadu. Data was analyzed by t-test and F-test. Results showed that gender and type of management are significantly differed in terms of their parental encouragement and academic achievement. Findings also indicated that there is no significant difference in parental encouragement and academic achievement of IX standard students in respect of type of management.*

**KEYWORDS:** Parental Encouragement, Academic Achievement, IX Standard Students.

### INTRODUCTION

The role of parental encouragement in children's education has become central issues in educational policy and research. Fuelled by concerns of how to improve student's achievement and reduce educational inquires, parental encouragement and family - school partnership are considered among the most forceful educational strategies. Research findings support the existence of a positive relationship between parental encouragements and the educational cussed, especially in the elementary school years. However, current knowledge regarding the nature and magnitude of the effects of parental encouragement in secondary education is inconsistent and limited in scope.

### NEED FOR THE STUDY

One of the major aims of the education is the development of wholesome personality. Next to home, school is the most important experience in the process of development of student. Both the environments, share influential place in student's life and also contribute to the development of student. School is the second home for student. Teachers and parents have greater responsibility to foster mental health status of the students. At times in adverse conditions the school may also substitute the home situations and meets the emotional needs of those neglected in the home. Higher secondary schools need to expect more from students at every grade level if college aspirations of many students are to be realized. Efforts to improve higher secondary schools cannot succeed unless all students feel secure in the learning environment and are involved in activities that matters to their learning. Thus the present study is taken up.

### OBJECTIVES OF THE STUDY

- To find out the significant difference in parental encouragement and academic achievement of IX standard students based on gender and type of management.

## HYPOTHESES

1. There is no significant difference in parental encouragement and academic achievement of IX standard students in respect of gender.
2. There is no significant difference in parental encouragement and academic achievement of IX standard students in respect of type of management.

## METHODOLOGY

The random sample consisted of 300 9<sup>th</sup> standard students studying in different Private and Government Schools from Ariyalur District of Tamil Nadu.

### Tools

- Parental Encouragement Scale by Suresh Kumar, M. (2010).
- Achievement scores in all subjects by the IX standard students were collected from their Half-yearly examination.

### Data Analysis

**Table 1: Parental Encouragement and Academic Achievement of IX Standard Students based on Gender**

| Variable               | Gender | N   | Mean  | SD   | t-value | Remark      |
|------------------------|--------|-----|-------|------|---------|-------------|
| Parental Encouragement | Male   | 150 | 63.02 | 5.75 | 3.131   | Significant |
|                        | Female | 150 | 64.96 | 4.91 |         |             |
| Academic Achievement   | Male   | 150 | 63.13 | 5.72 | 2.789   | Significant |
|                        | Female | 150 | 64.77 | 4.42 |         |             |

From Table-1, the calculated t-values 3.131 and 2.789 is greater than the table value 2.58 at 0.01 level. Hence the hypothesis-1 is rejected. Thus there is significant difference between male and female students of IX standard in respect of their parental encouragement and academic achievement.

**Table 1: Parental Encouragement and Academic Achievement of IX Standard Students based on Type of Management**

| Variable               | Sources of Variation | Sum of Square | df  | Mean Square | F     | Remark          |
|------------------------|----------------------|---------------|-----|-------------|-------|-----------------|
| Parental Encouragement | Between              | 126.353       | 2   | 42.118      | 1.437 | Not Significant |
|                        | Within               | 8677.634      | 297 | 29.316      |       |                 |
| Academic Achievement   | Between              | 157.723       | 2   | 52.574      | 1.986 | Not Significant |
|                        | Within               | 7834.527      | 297 | 26.468      |       |                 |

Table-2 shows that the F-values 1.437 and 1.986 are not significant at 0.05 level. Hence, the hypothesis-2 is accepted. Thus there is no significant difference in parental encouragement and academic achievement of IX standard students in respect of type of management.

## FINDINGS

1. There is significant difference in parental encouragement of IX standard students in respect of gender.
2. There is significant difference in academic achievement of IX standard students in respect of gender.
3. There is no significant difference in parental encouragement of IX standard students in respect of type of management.
4. There is no significant difference in academic achievement of IX standard students in respect of type of management.

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