



A STUDY OF PARENTAL ENCOURAGEMENT IN A RELATION TO ACADEMIC ACHIEVEMENT AND SEX AMONG HIGH SCHOOL STUDENTS

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ABSTRACT :

The present study was carried out to find out significant interaction between parental encouragement and sex among high school students with academic achievement. 250 students of 9th standard as sample was collected for the present study. The Parental Encouragement Scale (PES) as a tool by Dr. R.R. Sharma was used for the present study. Statistical techniques as Pearson's Product Moment Method for Coefficient of Correlation and Two-Way Analysis of Variance was used for analysis of data. The findings reveal that there is significant interaction between the variables of parental encouragement and sex among secondary school students with academic achievement as the dependent variable.



KEYWORDS : Encouragement ; Parental encouragement and Academic achievement .

INTRODUCTION

Encouragement or motivation works at the background of every human activity. In fact, every human behavior is based on motivation. The importance of encouragement or motivation in the process of learning is very great. Encouragement in any form works like motivation and does the work of drive in an organism. An organism cannot learn anything desirably in the absence of motive and encouragement. It is motivation on account of which, it performs some specified action. Thus motivation in the form of encouragement plays a significant role in improving the performance of individuals in different spheres of life. Parent's presence and encouragement is as great as need for food during the period of storm and strife. It is believed through parental encouragement children gain confidence and their performance shall improve. The mind of students are like clean slates. Steinberg et. al (1989 ,1991 ,1992) conducted studies using categorical approach to the study of parenting , parenting warmth and encouragement . They found that adolescents raised in more authoritative homes performed better in schools and parent's encouragement showed better results in all of their endeavors.

Adolescence is a period of physical and psychological maturity, when an individual is expected to establish his or her own identity and to develop necessary skills for socially responsible behavior. The youth's transition to adulthood can be a smooth process facilitated by the guidance and encouragement of understanding parents in an emotionally conducive environment. A family where emotional bonding and communication between children and parents are adequate with clear behavioural standards, their children can become confident, responsible, independent, socially competent and emotionally stable.

Loving parents play a critical role in the development of the young adults who will succeed in college, career and other life endeavors. A high level of parental encouragement coupled with effective learning techniques will lead to excellent academic performance.

PARENTAL ENCOURAGEMENT

Parents play significant role in the all-round development of the child. The emotional bondage and the intimacy between parents and their children give a sense of security to the children and helps in the development of a positive concept of self. Parental encouragement is one of the aspects of parent treatment patterns. In encouragement, the parents help the child in such a way that he may not feel disheartened at a particular point of difficulty. The entire treatment may have many individual traits. But their contents and directions are the same – to give encouragement to the child. The encouragement may be given in the form the approval or in the form of asking the child to modify his behavior. In whatever way the parents encourage their children, it has a lasting effect on their way of thinking and doing. Parental encouragement is of great significance in developing psychological as well as academic behavior of a child. Parents should encourage children to pick themselves up, learn from the experience, move in a new direction and try again. Most people want their children to love reading and learning. Most want their children to be better educated. Better education means better quality of life in most cases and who doesn't want their child to succeed in life? But do you know what to do and how to encourage that love of learning and more specifically reading in your kids? A parent's encouragement is vital to the confidence and determination. They will need to expand efforts to learn. Encouraging parents raise kids who want to learn and excel in and out of the classroom.

ACADEMIC ACHIEVEMENT

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge. Academic achievement means knowledge attained and skill developed in the school subjects usually designated by test scores or by marks assigned by teachers. Since academics achievements is the Criterion for selection, promotion or recognition in various walks of life. The importance of academic achievement cannot be ignored. Achievement encompasses student's liability and performance, it is multi- dimensional. It is inter –related to human growth and cognitive, emotional, social and physical development, it reflects the whole child, it is not related to a simple instance, but occurs across time and level , through a student's life in school and into past secondary years and working life (Stein Berger 1993).

RATIONALE OF THE STUDY

It has been observed that many researchers investigated educational problems as well as making predictions on academic success or failure and concentrated mainly on cognitive measures ignoring personality factors. The children's performance in academics not only depends upon his cognitive level but also on parental encouragement which impacts his performance.

This is so because a child scoring low marks tends to have negative feelings towards himself, while a child scoring high marks may regard self as working well and become motivated to achieve more. Parental encouragement is a basic human need which is essential to normal and healthy development it has survival value. The present study on parental encouragement and academic achievement of secondary school students is an attempt to find out the differences in parental encouragement among high and low parental encouragement among boys and girls and relationship between parental encouragement and academic achievement. Parental encouragement has profound influence on the child's performance in school. Parental encouragement is considered vital for success. Parental encouragement can be instrumental in many areas in the academic achievement.

We are living in the age of technological advancement and super complexity. This modern world needs thrilled youth who can enable the society to be at the peak of glory and progress.

Hence, the present study is undertaken to get a clear picture of the parental encouragement of secondary school students. The research is eager to know the type of co-relation that exists between parental encouragement and academic achievement.

REVIEW RELATED RESEARCH

In the research methodology "literature " refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies "Review" means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that present study would be an addition to this field.

Research in any field implies a step ahead in the exploration of the unknown which is in darkness. The review of related literature is considered essential for many reasons. It helps to identify the unanswered questions in the concerned field locating the specific issue, requiring immediate and pointed attention by the researcher in avoiding unnecessary duplication of efforts and focusing on the relevant aspect of the problem under study. A review of the past studies could develop the insight of the investigator. This saves the time of the investigator also.

Arya1, Sunita& Kumar Parmodh (2017).The result of the study shows that the female students were significantly differ in parental encouragement than the male students studying at graduate level while the male and female students studying in professional and non professional courses at graduate level does not differ in parental encouragement

AkhtarAfroza&Pandey Dr. Shalini(2018) . 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.

Bhat Mehraj Ahmad (2014). The finding of the study revealed that: (i) there is a significant relationship between the self concept and academic achievement of male and female students; (ii) there is no significant relationship between the father's encouragement with academic achievement of female students; (iii) there is significant relationship between the father's encouragement with academic achievement of male students; (iv) there is significant relationship between the mothers encouragement with academic achievement of both male and female students.

Naderi et al. (2008) carried out a study to infer whether intelligence and gender as predictors of academic achievement on a sample of 153 undergraduate students of Malaysian University. Cumulative grade point average scores were taken as measures of academic achievement. The results indicated that there was no significant difference between the academic achievement of male and female students.

Chaturvedi (2009) investigated the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. The respondents of the study were 300 students in the age range of 12-15 years of Bhopal. Percentage of marks obtained by the students in last three years were used as measures of academic achievement. The results indicated significant gender difference in academic achievement, the girls scored higher than boys significantly.

Shrivastava and Sharma (2009) in their study "Mental Health and Parent –Child Relationship of class X Students CBSE Board" found that the children who are more protected, rejected and neglected have less sound mental health than those children who experience less protection, rejection and in different attitudes of their parents. If the parents use more tangible punishment to show their annoyance the children may have better mental health.

OBJECTIVES OF THE STUDY

The investigator under took the present study with the following objectives:

1. To compute relationship between parental encouragement and academic achievement among boys studying in high school.

2. To compute relationship between parental encouragement and academic achievement among girls studying in High schools.
3. To find significant differences in academic achievement among high school students with high and low parental encouragement.
4. To find significant sex differences in academic achievement among high school students.
5. To find significant interaction between parental encouragement and sex among high school students with academic achievement as the dependent variable.

HYPOTHESIS OF THE STUDY

The following hypotheses have been formulated in the present investigation:

1. There will be no significant relationship between parental encouragement and academic achievement among boys studying in HighSchools.
2. There will no significant relationship between parental encouragement and academic achievement among girls studying in HighSchools.
3. There will be no significant difference in academic achievement among HighSchool students with high and low parental encouragement.
4. There will be no significant sex differences in academic achievement among High School students.
5. There will be no significant interaction between parental encouragement and sex among High School students with academic achievement as the dependent variable.

METHODOLOGY

Sample

The sample in the present study is comprised of the 250 students including (123) boys and (127) girls from 7 schools (Government and private) of Jammu City. The sample is comprised of 9th class students. The investigator used random sampling technique while selecting the sample.

Tool used

The following tool has been employed to collect the requisite data: Hindi version of Dr. R.R. Sharma's Parental Encouragement Scale (PES) tool has been employed for the present study.

Statistical Technique used

In order to achieve the objectives of the study the investigator employed Pearson's Coefficient of Correlation method and used Two-Way Analysis of Variance (2x2 Factorial Experiment.) The results are given in Tables land 2

Analysis And Interpretation Of Data

Table – 1
Coefficient of Correlation between Parental Encouragement and Academic Achievement.

Group	N	X	Y	X ²	Y ²	XY	r	Significance
Boys	123	7467	17507	471695	2681109	1074695	+0.20	Significant at 0.05 level of Significance
Girls	127	8549	17329	580995	2585991	1168475	+0.06	Insignificant

Perusal of **Table - 1** reveals that the value of coefficient of correlation computed between parental encouragement and academic achievement using Pearson's Product Moment Method for Coefficient of Correlation for boys studying in secondary school is +0.20 which is positive and significant at 0.05 level of significance for degree of freedom 121. This means that there is significant positive relationship between the variables of Parental Encouragement and Academic Achievement in case of boys studying in secondary schools. It can thus, be said that the variables of parental encouragement and academic achievement are directly related to each other. That is with the increase in the parental encouragement the academic achievement also increases and vice-versa. So, parents should encourage their children to enhance their academic achievement. Hence, the hypothesis

Table 2: Summary of Two-Way ANOVA (2x2 Factorial Experiment) for Academic Achievement.

Source of Variance	Sum of Square (SS)	df	MS	F	Significance
Parental Encouragement (A)	240	1	240	0.16	Insignificant
Sex (B)	17	1	17	0.01	Insignificant
Parental Encouragement * Sex (AxB)	8166.6	1	8166.6	5.50	Significant at 0.05 level of significance.
Within	83092.8	56	1483.8		
Total	91516.4				

INTERPRETATION OF RESULTS

Review of **Table- 2** reveals that the value of F for the main effect of parental encouragement is 0.16 which is not significant for degrees of freedom 1 and 56. It can be therefore, said that there are no significant differences in academic achievement among secondary school students having high and low parental encouragement. Hence, the hypothesis that there will be no significant differences in academic achievement among secondary school students with high and low parental encouragement is therefore, accepted.

Perusal of **Table - 2** also shows that the value of F for the second main effect of sex is 0.01 which is also not significant for degrees of freedom 1 and 56. It can be therefore, said that there are no significant sex differences in academic achievement among secondary school students. Hence, the hypothesis that there will be no significant sex differences in academic achievement among secondary school students is accepted. Review of **Table - 2** further shows that the interaction between parental encouragement and sex among secondary school students is 5.50 which is significant at 0.05 level of significance for degree of freedom 1 and 56. It can be therefore, said that there is significant interaction between parental encouragement and sex among secondary school students with academic achievement as the dependent variable. It can thus, be inferred that the variables of parental encouragement and sex are not independent of each other among secondary school students with academic achievement as the dependent variable. Hence, the hypothesis that there will be no significant interaction between parental encouragement and sex among secondary school students with academic achievement as the dependent variable is rejected.

FINDINGS

The findings of the study are as under:

1. There is significant positive relationship between the variables of parental encouragement and academic achievement in case of boys studying in secondary schools.
2. There is insignificant positive relationship between the variables of parental encouragement and academic achievement in case of girls studying in secondary schools.

3. There are no significant differences in academic achievement among secondary school students having high and low parental encouragement
4. There are no significant sex differences in academic achievement among secondary school students.
5. There is significant interaction between the variables of parental encouragement and sex among secondary school students with academic achievement as the dependent variable.

EDUCATIONAL IMPLICATIONS

It has been observed that the children who have better or more parental encouragement have high level of academic achievement. On the basis of these observations following suggestions are put for the teachers, parents and administrators:

1. The students need to be provided adequate conducive environment so that their academic achievement can be enhanced.
2. Parents should make an effort to develop in them encouragement so that children can make high achievement in their life.
3. The proper encouragement from parents increases the academic achievement among students and listen the stress and disorganization of personality.
4. Both parents and teachers need to cooperate in making learners to make better academic achievement by encouraging them.

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