



Effect of parental encouragement on academic achievement of senior secondary students

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Abstract

Present study was designed to assess the effect of parental encouragement on academic achievement of senior secondary students. A sample of total 80 students 40 in each category (Rural and Urban) was taken. Parents Encouragement Scale (P.E.S) prepared and standardized by R.R. Sharma was used to measure the degree of parental encouragement and academic achievement was observed through taking last three year examination passed percentage average in round off figure. Data was analyzed by using correlation and t test. The result showed that parental encouragement helps in improving the academic performance of the child. But this effect is more significant in rural students.

Keywords: Parental encouragement, academic achievement, rural, urban

Introduction

Academic achievement is the outcome of education and training received by a student in an educational institution in accordance with some set educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important. Few researchers viewed that assessment of cognitive domain only is important whereas other researchers reported that academic achievement includes both scholastic (cognitive) and non scholastic domains such as achievement of students in sports dramas, and socially productive works. Parents and family are considered to be the important factors contributing to academic achievement. Nagpal and Wig (1975) [7] research indicates that the poor achievers were older, had less well educated parents were inadequately motivated, were inconsistent in their studies, and had poor academic records and poor previous adjustment. Lam (1997) [8] from their study concluded that the children's academic achievement has been shown to be influenced by many family factors including family structure, socio-economic status, and parenting styles. Result of the study indicates that authoritative parenting and children's academic achievement were significantly correlated it is often observed that in spite of having range of similar intellectual levels, there are differences in academic achievement among students coming from diverse families having varied level of parental encouragement. Research shows that a peaceful home environment, quality of maternal care, relationship between the parents, and the extent to which reading books is a habit among the family members all play a significant role in child's academic achievement (Moore, Andres and Pepler, 1997; and Westerman and La-luz, 1998) [1, 6]. So it can be concluded that parental encouragement plays an important role in academics of the children.

Objectives

1. To know the relationship among parental encouragement and academic achievement of rural students.
2. To know the relationship among parental encouragement and academic achievement of urban students.

3. To compare the rural and urban students parental encouragement.
4. To compare the rural and urban students academic achievement.

Hypothesis

The following hypothesis has been formulated in the context of present study:

1. There is no significant relationship among parental encouragement and academic achievement of the students.
2. There is no significant relationship among parental encouragement and academic achievement of urban students.
3. There is no significant difference of parental encouragement among, rural and urban students.
4. There is no significant difference of academic achievement among rural and urban students.

Delimitations

Delimitations of the study are following:

1. The study is limited to four senior secondary schools of Sonapat District.
2. The study is limited to the students studying in senior secondary stage.
3. The sample is limited to 80 students (40 students from Urban and 40 students from Rural Area) Only.

Design of the Study

The researcher employed descriptive method of research to find out the differences; in parental encouragement of urban or rural adolescent students of urban or rural adolescent students in relation to their academic achievement.

Sample

Multistage random sampling method was adopted to draw, out the sample for study. At first strata two school from rural and two schools from urban were selected by lottery method. Total sample comprised of 80 students (40 from urban area and 40 from rural area) studying in four senior secondary school in Sonapat district from each of the school 20 students at senior secondary level was taken as sample.

Table 1: List of schools from where the sample was collected

| S.No | Name of the school | No. of students |
|------|--------------------------------------|-----------------|
| 1 | Tika Ram Model School, Sonipat | 20 |
| 2 | Arya Sr. Sec. School, Sonipat | 20 |
| 3 | Govt. Sr. Sec. School, Rajpur | 20 |
| 4 | Geetanjali Sr. Sec. School, Barwasni | 20 |

Tools Used

In the study researcher used the parents Encouragement Scale (P.E.S) prepared and standardized by R.R Sharma. It measures the degree of parental encouragement with a child received from his parents. It contains 40 items with three responses alternatives. The academic achievement was observed through talking last three year examination passed percentage average in round off figure.

Statistical Techniques

In present study descriptive analysis and Pearson Product Movement correlation was used. The t- test was used to find out the difference of mean scores.

Table 3: Significance of ‘t’ between urban and rural students in respect of their Parents Encouragement

| Sr. No. | Mean | Standard Error | Standard deviation | Variance | ‘t’ value at 0.05 level of Significance | Result |
|---------|--------|----------------|--------------------|----------|---|---------------------------|
| Rural | 66.375 | 1.16 | 7.31 | 53.47 | 0.14 | No Significant difference |
| Urban | 6.1 | 1.50 | 9.51 | 90.45 | | |

The third hypothesis states that there is no significant difference of parental encouragement among rural and urban students is verified and shown in the table no, 3. The value of ‘t’ is not found to be significant and the hypothesis is

Result and Discussion

Table 2: Relationships among Rural and Urban Parental Encouragement with Academic Achievement

| Variable | Coefficient of Correlation | Result |
|---|----------------------------|-----------------------|
| Rural Parental Encouragement v/s Academic Achievement | 0.316 | Positively correlated |
| Urban Parental Encouragement v/s Academic Achievement | 0.011 | Negatively correlated |

The table no 2 indicates that there is a positive relationship among parental encouragement and academic achievement of rural and urban students. The first hypothesis is rejected which states that there is no relationship among parental encouragement and academic achievement of rural students. The second hypothesis is rejected which states that there is negative relationship among parental encouragement and academic achievement of urban students.

accepted. Thus it can be concluded there is no significant difference in the Parental Encouragement among rural and urbanstudents

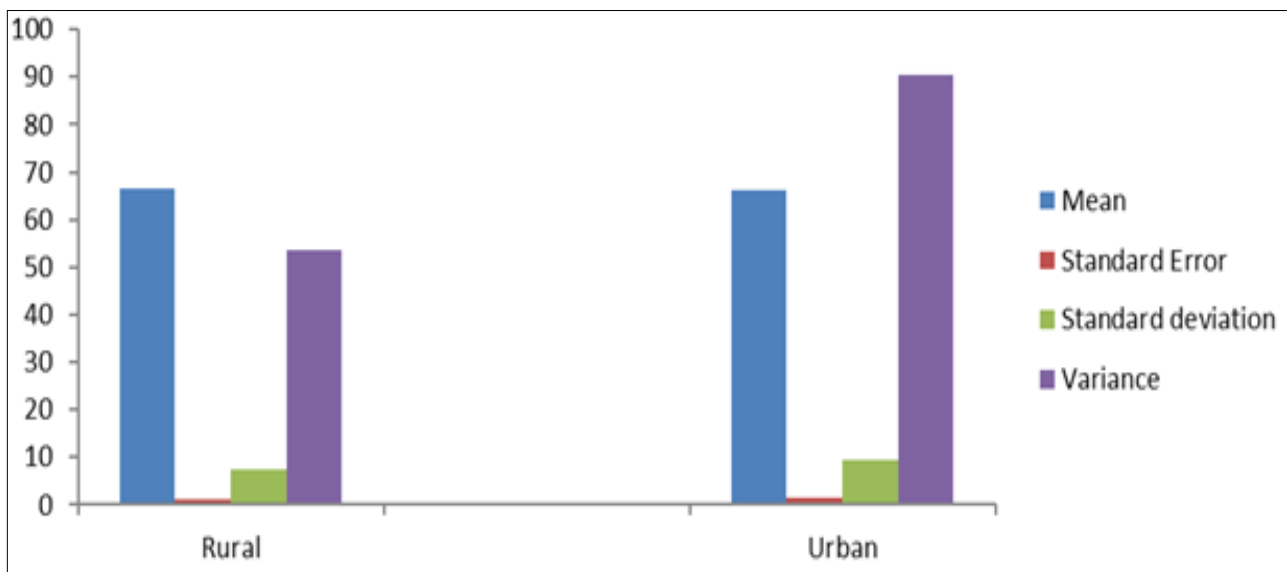


Illustration 1: Graphical Representation of difference among Rural and Urban Parental Encouragement

Table 4: Significance of ‘t’ between urban and rural students in respect of their Academic Achievement.

| Sr. No. | Mean | Standard Error | Standard deviation | Variance | ‘t’ value at 0.05 level of Significance | Result |
|---------|-------|----------------|--------------------|----------|---|---------------------------|
| Rural | 78.3 | 1.58 | 9.9 | 99.85 | 0.15 | No Significant difference |
| Urban | 77.95 | 1.53 | 9.7 | 94.25 | | |

The Fourth Hypothesis states that there is no significant difference of academic achievement of rural and urban students is verified and shown in the table no. 3. The value of ‘t’ is not found to be significant and the hypothesis is

accepted. Thus it can be concluded there is no significant difference in the academic achievement of rural and urban students.

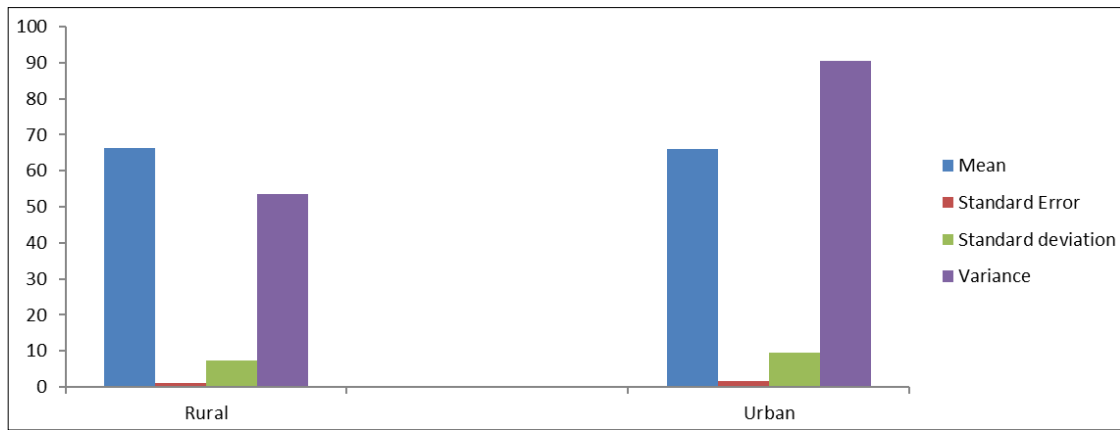


Illustration 2: Graphical Representation of difference among Rural and Urban in relation to academic achievement

Conclusion

1. There is positive relationship among parental encouragement and academic achievement of rural students. It means if parents encourage the students in these localities the performance of the rural students in the examinations in terms of their marks can be enhanced.
2. There is negative relationship among parental encouragement and academic achievement of urban students. These results show that in urban areas the parental encouragement does not affect the nation/ academic achievement performance. This may due to the reason that in urban areas the students are more liberal and there may be some other socio-psychological reason, to know exact reasons studies may be taken on these issues separately.
3. There is no significant difference along rural and urban parental encouragement. This shows that parents of rural and urban students encourage their children. There is no significant difference among rural and urban in relation to academic achievement. So academic performance of the child is not affected by the fact that whether student is residing in rural and urban area.

In nut shell it can be concluded that parental encouragement can help in the improving the academic performance of the child, But this effect is more significant in rural students. Findings of the study have implications for the parents as they would come to know about the fact that there encouragement can be a key of success in academics for their children.

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