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### **A Study on Relationship between Academic Achievement and Parental Encouragement among High School Students**

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#### **ABSTRACT**

The aim of present study is to find out the relationship between academic achievement and parental encouragement among high school students with respect to gender, locality and type of family. In this present study normative survey method was employed and mohanasekar parental encouragement scale was used to assess parental encouragement of the students ( $X^{\text{th}}$  standard students). academic achievement was taken in term of total marks obtained by the all subjects in their previous examination (Half- yearly examination). The investigator collected the sample for the purpose of the study a sample 300 high school students were selected through stratified random sampling technique. The data was collected and mean, standard deviation, t-test were used to data analysis. The present study revealed a significant positive relationship between academic achievement and parental encouragement.

**KEY WORDS:** Academic achievement, Parental encouragement, High school students.

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## **INTRODUCTION:**

Education plays a main role in the development of our country, educational achievement is said to be one of the main achievement in human life. Academic achievement is now considered as sparkle crown for the students there are so many factors affect students academic achievement, although these factors cannot be seen visually, but its effect can be felt in all spheres. Parental encouragement is great significant in developing psychological as well as academical background of the students to survive in this competitive world. Parental encouragement is the very important factor in contributing the present generation this because the norms of society are learned by the child, first in the family next at school and then at society. In encouragement, the parents help the child, guide them and persuade them so that he\she may not feel disheartened at a particular point of difficulty.

Parents always want the best for their child and always want their child to live a better life then what they did. Parents give as many resources as they can, but this can also be negative to their child's education in sometimes. Parental encouragement is the inspiration or extra-boosting given by the parents to their children for their active involvement in academical life. Parental encouragement involves a number of things like deep understanding of developmental process and learning of temperaments, intelligent, inter personal action, personality patterns and socialization etc. Not at all learning happens in school; some learning takes place at home. To ensure those students are motivated or encouraged to learn at home, educators must involve parents.

## **REVIEW OF RELATED LITERATURE:**

Aggarwal, K.L. and Pandey, S.K. (1997) conducted a study "Influence of Parental Encouragement on Educational Achievement of Students". The objective of the study was to find out whether there is any significant difference amongst the different educational group of students. The finding revealed that the high achieving educational group got the highest level of parental encouragement.

Goel (2002) found in his study that adolescent feeling of security, family attachment, values and educational achievement are inter-related and both are inter-dependent.

Pandey, S.K. and Maikhuri, R. (2003) conducted the study relationship between socio-economic status and academic achievement of adolescents found that there is a significant relationship between academic achievement and socio-economic status. They also found that there are no significant relationship between academic achievement of adolescents belonging to high SES and low SES.

KaurJasraj (2013)revealed that there is significant difference between the academic achievement of the students receiving high and low parental encouragement. The students receiving high parental encouragement showed better academic achievement than the students receiving low parental encouragement.

Jain Payalet *al;* (2014) found that significant genderdifferences existed in parental encouragement, whereas significant locale differences werefound in the parental encouragement among rural and urban respondents.

Sharma Anuradha*et al;* (2014)found 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.

Mishra (2015) revealed that there is significant impact of parental encouragement on academic achievement of boys and girls of high and low parental encouragement groups. It was concluded that academic achievement of middle school students may be enhanced by parental encouragement.

## **STATEMENT OF THE PROBLEM**

The study is designed to find out relationship between academic achievement and parental encouragement among high school students in the selected schools of Vellore district, Tamilnadu.

## **OBJECTIVE OF THE STUDY**

The following are the objectives formulated for the present study:

1. To find out whether there is any significant difference in the academic achievement scores of high school students with respect to sub-samples Gender, Locality and type of family.
2. To find out whether there is any significant difference in the parental encouragement scores of high school students with respect to sub-samples Gender, Localityand type of family.
3. To find out whether there is any significant relationship between the academic achievement and parental encouragement of high school students.

## **HYPOTHESES OF THE STUDY**

The following were the null hypotheses framed based on the formulated objectives:

1. There is no significant different between the mean scores of parental encouragement among high school students based on gender
2. There is no significant different between the mean scores of academic achievement among high school students based on gender

3. There is no significant difference between the mean scores of parental encouragement among high school students based on locality
4. There is no significant difference between the mean scores of academic achievement among high school students based on locality
5. There is no significant difference between the mean scores of parental encouragement among high school students based on type of family
6. There is no significant difference between the mean scores of academic achievement among high school students based on type of family
7. There is no significant relationship between parental encouragement and academic achievement among high school students.

### **Operational Definition of Key Terms:**

**Academic Achievement:** means how the students perform in the examination and how much marks he gets from the half yearly examination. The total mark earned by the student in half yearly examination is the academic achievement of the students.

**Parental Encouragement:** refers to the general process undertaken by the parents to initiate and direct the behaviour of their children's towards high academic achievement in school level.

**High School Students:** Education after middle school education is said to be high school education. High school education is for a period of 2 years. By the term 'high school students' the investigator means students who are studying IX and X standards in matriculation and state board schools at Vellore district.

### **METHODOLOGY**

The objective of the study was to investigate the academic achievement of high school students of Vellore district of Tamilnadu in relation to their parental encouragement. So, descriptive survey method was employed. In the present study, the researcher has selected a sample of 300 high school students of Tamilnadu by employing simple random sampling technique. For the collection of data, Parental Encouragement Scale and Total scores of students in half yearly exam were taken as measure of academic achievement of high school students. Data was analyzed by using t-test and multiple correlations.

### **TOOLS USED IN THE STUDY**

The investigators used the following tools in this study

1. Personal Data sheet developed by investigators

2. Parental Encouragement inventory (PEI) Developed by MohanaSekar(1980)
3. Academic achievement for the present study means the aggregate marks obtained by the sample students in all the subjects in their half yearly examination.

## ANALYSIS AND INTERPRETATION DATA

The following statistical techniques have been used in the present study

- ✓ Descriptive Analysis
- ✓ Differential Analysis
- ✓ Correlation Analysis

The data was based on a sample of 300 students. The mean and S.D. was computed and then t-test was applied to test the hypothesis.

### Hypotheses - 1

There is no significant different between the mean scores of academic achievement among high school students based on gender (Boys, Girls).

**Table: 1 Mean scores of academic achievement among high school students based on gender (Male, Female).**

Factor	Gender	N	Mean	S.D	t-Value	Level of significance
Academic Achievement	Boys	141	48.05	8.584	0.033	NS
	Girls	159	48.08	8.081		

The table1 shows that the calculated value (0.033) is less than the table value (1.96) at 0.05 level of significance. Therefore there is no significance difference between boys and girls on their mean scores of academic achievement.Hence the null Hypotheses is accepted.

### Hypotheses - 2

There is no significant different between the mean scores of parental encouragement among high school students based on gender (Boys, Girls).

**Table: 2 Mean scores of parental encouragement among high school students based on gender (Male, Female).**

Factor	Gender	N	Mean	S.D	t-Value	Level of significance
Parental Encouragement	Boys	141	37.84	8.127	1.887	NS
	Girls	159	39.43	6.44		

The table 2 shows that the calculated value (1.887) is less than the table value (1.96) at 0.05 level of significance. Therefore there is no significance difference between boys and girls on their mean scores of parental encouragement. Hence the null hypothesis is accepted.

### Hypotheses - 3

There is no significant different between the mean scores of academic achievement among high school students based on locality (Rural, Urban)

**Table: 3 Mean scores of academic achievement among high school students based on locality (Rural, Urban)**

Factor	Locality	N	Mean	S.D	t-Value	Level of significance
Academic Achievement	Urban	132	47.08	8.406	1.839	NS
	Rural	168	48.85	8.170		

the table 3 shows that the calculated value (1.839) is less than the table value (1.96) at 0.05 level of significance. Therefore there is no significant difference between the urban and rural on their mean scores of academic achievement. Hence the null hypothesis is accepted.

### Hypotheses –4

There is no significant different between the mean scores of parental encouragement among high school students based on locality (Rural, Urban)

**Table: 4 Mean scores of parental encouragement among high school students based on locality (Rural, Urban)**

Factor	Locality	N	Mean	S.D	t-Value	Level of significance
Parental Encouragement	Urban	132	40.25	5.702	3.337	S
	Rural	168	37.46	8.175		

The table 4 shows that the calculated value (3.337) is greater than the table value (1.96) at 0.05 level of significance. Therefore there is a significant difference between the urban and rural on their mean scores of parental encouragement. Hence the hypothesis is rejected.

### Hypotheses - 5

There is no significant different between the mean scores of academic achievement among high school students based on type of family. (Joint, Nuclear)

**Table:5 Mean scores of academic achievement among high school students based on type of family (Nuclear, Joint)**

Factor	Family Type	N	Mean	S.D	t-Value	Level of significance
Academic Achievement	Joint	49	73.29	10.372	0.456	NS
	Nuclear	251	71.95	11.671		

The table 5 shows that the calculated value (0.456) is less than the table value (1.96) at 0.05 level of significance. Therefore there is no significant difference between the nuclear and joint family on their mean scores of academic achievement. Hence the null hypothesis is accepted.

**Hypotheses – 6**

There is no significant different between the mean scores of parental encouragement among high students based on type of family. (Joint, Nuclear)

**Table: 6 Mean scores of parental encouragement among high school students based on type of family (Nuclear, Joint)**

Factor	Family Type	N	Mean	S.D	t-Value	Level of significance
Parental Encouragement	Joint	49	68.45	9.577	0.559	NS
	Nuclear	251	67.59	9.950		

The table 6 shows that the calculated value (0.559) is less than the table value (1.96) at 0.05 level of significance. Therefore there is no significant difference between the nuclear and joint family on their mean scores of parental encouragement. Hence the null hypothesis is accepted.

**Hypotheses - 7**

There is no significant relationship between parental encouragement and academic achievement among high school students.

**Table: 7 showing the relationship between parental encouragement and academic achievement among high school students**

Research Variables	Level of significance	
	Parental Encouragement	Academic Achievement
Parental Encouragement	1	0.248
Academic Achievement	0.248	1

The table 7 shows that the positive relationship. Therefore there is a significance relationship between parental encouragement and academic achievement among high schoolstudents. Hence, the null hypothesis is rejected.

**MAJOR FINDING OF THE STUDY**

✓ **Gender wise analysis**

- a. There is no significance difference between boys and girls on their mean scores of academic achievement.
- b. There is no significance difference between boys and girls on their mean scores of parental encouragement.

✓ **Locality wise analysis**

- a. There is no significant difference between the students of urban and rural on their mean scores of academic achievement.
- b. There is significant difference between the students of urban and rural on their mean scores of parental encouragement.

✓ **Family wise analysis**

- a. There is no significant difference between the students of nuclear and joint family on their mean scores of academic achievement.
- b. There is no significant difference between the students of nuclear and joint family on their mean scores of parental encouragement.

✓ **Correlation wise analysis**

There is a significance relationship between parental encouragement and academic achievement among high school students.

**Educational Implications**

In this present study, the major findings states that there exists significant difference in Parental encouragement of urban and rural students of high school students. Parents have a great role in students life. It is the main duty of parents and teachers to provide support for development and help the child to understand the divergent thoughts and to communicate his ideas freely. It is known that good parent care is most likely to increase their children's career and academic achievement. In the present study, parents play a very important role to maximize the academic achievement in the other hand, there are many factors to effect the academic achievement but this is most important.

**CONCLUSION**

After concluding the study the researchers find out that parental encouragement is positively correlated to academic achievement among high school students. Hence it is recommended that



parents should take interest in the educational activities of their children's. By implicating, the educational achievement of students could be enhanced. The parents are to be made aware that children's should be provided sufficient encouragement and freedom to enhance their abilities. So to enhance the relationship to a better form the Parents, the first teacher at home, must induce interest to learn, inspires and energizes the children when they are fed up or if they are tired of a long study hours. Also the parents should remain as a strength gaining factor if they stand behind their children when they face initial failure.

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