

To Study the Effect of High & Low Parental Encouragement Group of Students on Academic Achievement

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Abstract

The present study aimed at examining the effects of high and low parental encouragement group of students on Academic achievement of secondary students. For this purpose sample consisted of 200 students (i.e. 100 Boys & 100 Girls) of class IXth of two Govt. Secondary School under South Delhi division of New Delhi were selected by systematic random sampling. The best-known and most widely used Parental Encouragement scale developed by Dr. R.R. Sharma was used for measuring the parental encouragement of the selected sample. For measuring Academic Achievement: The total Marks obtained by the students in the annual examination of students of class IXth, will be noted down from their concerned school registers. The obtained data were analyzed by using mean, standard deviation and t-test to examine the effects of parental encouragement of different groups on academic achievement. The study revealed that there exists significant difference in Mean Achievement scores of high parental encouragement group and low parental encouragement group of boys, girls and total students.

Keywords: Parental Encouragement (High level and Low level) and Academic Achievement

Introduction

Student's life circulates around their Home & School where they learn different aspect of life and select the one that will be according to the best of their interesting factor. Generally the maximum time of a child is spent with his family at home, rather than the school. During this time the child comes in contact with the other member of the family & influenced through direct or indirect interaction with their behaviour pattern. But a student feels more closely attached to his mother & father, than the member of the family, thus the behaviour of mother & father impacts the student more than the other family member.

There are certain factors which affect the student's academic achievement. Parental encouragement may be one of them. It is the right of each and every child to get the full opportunities for his all around development. A child gets all opportunities in a parental home to develop physically mentally and culturally and fulfil his economic, social and religious and educational needs. He participates in the social, religious and other activities of the family resulting in the cultivation of quality namely cooperation, good will and sacrifice etc... the interaction and emotional relationship between child and parents shapes his expectancies and responses in the subsequent

social relationships. Parents are the first friend and teacher in the life of the student so, that is their duty to handle situations. Students gather motivation and love from their parents & on contrary sometimes painful experiences and demoralization. Therefore, parents need to aware about their duty to guide & encourage their child for the future prospective. Parental encouragement in the form of parent-child discussions had a moderate impact.

Parental aspiration had a powerful influence on achievement both directly and indirectly through discussion. Achievement of Students in their Academia makes them mentally strong and fit for further competition where he/she has to face in upcoming future. Parents are the only key of encouragement for their child. Parent's Encouragement open up the close door of success and gives the wide view of upcoming future success.

Parents should provide stimulation attitude and insight that support the development of each child's potential with the youngest of children; the adult is totally responsible for providing materials and playing with the child as child's attention span increase. During this time family bonds plays very important role in development of child. Particularly both mother and father have to be true nurses and teachers.

Parents guide their child & motivate them by sharing experiences of their own life. Parents give the sum up of their life experiences in the form of encouragement. It is depend upon the parents that they provide a High Level of attention or a Low Level of Attention to their child, if there is the high level of attention than the encouragement level is high otherwise encouragement level is low.

Parent's behaviour reflects with their pupil's performance in academic & sports. It is seen that pupils with higher achievement and talent attain high encouragement, love, motivation and affection from their parents & on contrary pupils with low achievement and talent were suffer from the physical and mental torture form its surrounding environment. Today's competitive environment creates the pupils as 'Working Machines'. Pupil's future goals and objectives are predetermined by their parents before their birth and are forced to achieve these goals. Educational achievement of students demands urgent attention to attain their goals.

High levels of parental expectation, consistent encouragement and actions to enhance learning opportunities in the home were all positively associated with students. Detail study of the parent's encouragement levels in their pupil's academia and the role of their encouragement will precede us to further enhancement of the topic in detail.

Parental Encouragement

Parental encouragement is the degree to that the child perceives his parents as encouraging (Sewell and Shah,1968). Research confirms that students have an advantage in school when their parents encourage and support their school activities. Parental encouragement has a great significance in developing psychological as well as academic achievement.

High Level of Parental Encouragement

High level of parental encouragement involves the best supporting efforts of the parents for the pupils. The Higher the parental encouragement level the higher is the achievement of the pupils. It may be academically or socially. The high degree of parental encouragement makes the student able to achieve the best output from the respected environment.

Low Level of Parental Encouragement

Parental Encouragement has various dimensions, when parents are not able to give full support in all the areas of development of the pupil than it is considered as the Low Level of Parental Encouragement. Pupils need the source that enlighten the hidden qualities or just boost up the confidence, in the absence of encouragement or at the Low level of the parents encouragement, pupils feel difficult to resolve with the issues, queries & arguments pertains to their life.

Academic Achievement

Academic achievement refers to the pupil's attainment of knowledge and skills developed in school subjects that will be assessed by competent authorities with the help of achievement tests in the form of examination. Academic achievement or (academic) performance is the outcome of education – the extent to it a student, teacher or institution has achieved their 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 what aspects are most important – procedural knowledge such as skills or declarative knowledge such as facts.

Academic Achievement and Parental Encouragement

The higher the ability, the higher the beliefs and expectations of the parents – a finding that supports a number of research studies that looked into parents' beliefs and expectations in relation to children's ability (Furnham & Petrides, 2004; Furnham et al., 2002). This meant that the higher-ability students would feel more pressure from their parents in terms of succeeding academically. The independent effort meant that parents of high-ability students tended to be less involved in their children's schooling activities and expected their children to be able to regulate themselves to succeed.

Rationale of the Study

Present study focuses on parent's contribution to their children's success by helping with homework, guiding students in their choice of courses, implicitly and explicitly encouraging school success by setting and maintaining high standards. This study aims at to ascertain the parental encouragement impact on academic achievement of the students. This study will be helpful in understanding how the parental encouragement and academic achievement relatively altogether can open new doors for group of students to get success in their academic endeavours and in life too. This study will provide help in personality development, social development and professional growth of a student in a long run. This study will provide an insight to the teachers to guide and understand their learners in a better way in order to enhance classroom learning of group of students.

Objectives of the Study

The following objectives are formulated for the present study:

- 1) To study and measure the Academic Achievement among High Parental Encouragement group of students.
- 2) To study and measure the Academic Achievement among Low Parental Encouragement group of students.

- 3) To study the impact of Parental Encouragement on Academic Achievement of boys, girls & total number of students.
- 4) To compare the academic achievement among High & Low Parental Encouragement group of Boys & Girls students.
- 5) To compare the academic achievement of Boys & Girls of equal (High & Low) Parental Encouragement group.

Hypotheses

The following hypotheses are formulated for the present research work:

- 1) There is no significant difference in Mean Achievement Scores of High and Low Parental Encouragement group of boys.
- 2) There is no significant difference in Mean Achievement Scores of High and Low Parental Encouragement group of girls.
- 3) There is no significant difference in Mean Achievement Scores of High and Low Parental Encouragement group of Students.
- 4) There is no significant difference in Mean Achievement Scores of Equal Parental Encouragement group of Students.

Methodology used in the Study

The present study is Descriptive research which describes what the reality is through formulation of objective and what is the answer of hypotheses to see the effects of independent variable on dependant variable if any and to find out difference among variable groups of subjects under study.

Variables used in the Study

Independent Variable: - Parental Encouragement

Dependent Variable: - Academic Achievement

Research Method

Our present study is conducted with the use of descriptive survey method. This study is regarding the Parental encouragement effect over Academic Achievement of government schools in South Delhi. Hence, researcher use survey method through Standardised Tool of Parental Encouragement under the descriptive method of research for present study.

Sampling

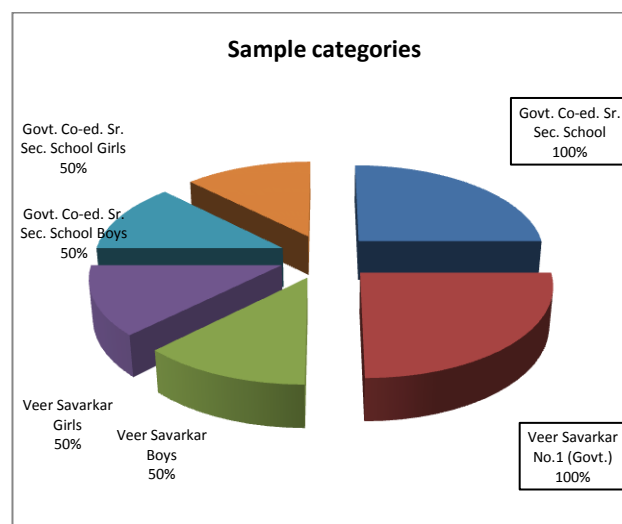
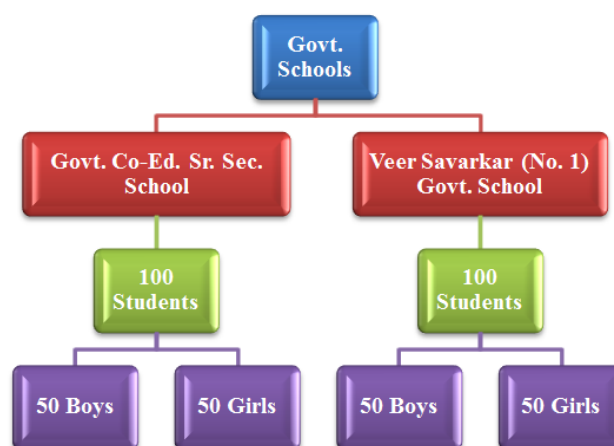
Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is chosen and analysed in order to find out

something about the entire population from which it was chosen. Sampling procedures provides generalizations on the basis of relatively small preparations of the population.

(1) Population: Population refers to a collection of humans. In the Present Study, we consider the population of the students of two government secondary schools of South Delhi division of New Delhi.

(2) Sample: A group chosen from a larger population with the aim of yielding information about this population as a whole is termed as sample. In present study, the sample consisted of 200 students (i.e. 100 Boys & 100 Girls) of class IXth of two Govt. Secondary School under South Delhi division of New Delhi.

Sample Area Division



Standardized Tool

Parental Encouragement scale developed by Dr. R.R. Sharma was used for measuring the parental encouragement of the selected sample.

Academic Achievement: The total Marks obtained by the students in the annual examination of students of class IX was noted down from their concerned school registers.

Data Collection

The Investigator used Descriptive Survey Method for collecting data for the present investigation. The investigator visited schools affiliated to C.B.S.E. of District South Delhi. The academic achievement among high and low parental encouragement questionnaire was administered to the groups of students. The academic achievement of previous years of the sample subject was collected from the official records of the Schools.

Scoring Procedure

There are three response alternatives in each item of the scale. The subject has to choose only one alternative.

Response Alternatives	Score
(A)	0
(B)	1
(C)	2

Thus, the total score for each item ranges from 0 to 2, whereas the grand total of the PES ranges from 0 to 80. Higher scores on the PES reveal greater amount/higher degree of parental encouragement, whereas lower scores reveal the lower degree amount of encouragement.

Statistical techniques used Mean

$$M = \sum(X) \div N$$

Standard Deviation

$$\sigma = \sqrt{\frac{\sum(x - \bar{x})^2}{n}}$$

't' test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Analysis of Data & Interpretation

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. According to Shamoo and Resnik (2003) various analytic procedures "provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data".

The analysis of data is done by calculating the mean scores & S.D. of the collected data through the method mentioned in the preceding chapter. We compare the level of parental encouragement through the 't' Test as shown in the Tables 4.01, 4.02, 4.03 & 4.04.

Discussion of the Results

Table 4.01 Comparison between Mean Achievement Scores of High & Low Parental Encouragement Group of Boys

S.No	Parental Encouragement Group	N	Mean	S.D.	't' Ratio	Significance or Insignificance
1	Boys (High)	30	73.46	5.01	20.91	Significant at 0.01 level
2	Boys (Low)	30	42.84	6.26		

Major Findings

Hypothesis 1

There is no significant difference in Mean Achievement Scores of High and Low Parental Encouragement group of boys.

Finding:- When we take Mean into Consideration we conclude that the group of boys with high parental encouragement (M = 73.46) have high academic achievement as compared to the group of boys with low parental encouragement (M = 42.84). On the basis of Mean & S.D. calculated 't' value is 20.91 that is significant at the level of 0.01. There is a significant difference in the parental encouragement group of high and low level group of boys in the district of South Delhi. Thus, Hypothesis 1 is rejected.

Table 4.02 Comparison between Mean Achievement Scores of High & Low Parental Encouragement Group of Girls

S.No	Parental Encouragement Group	N	Mean	S.D.	't' Ratio	Significance or Insignificance
1	Girls (High)	30	72.03	3.47	18.17	Significant at 0.01 level
2	Girls (Low)	30	43.43	7.89		

Hypothesis 2

There is no significant difference in Mean Achievement Scores of High and Low Parental Encouragement group of girls.

Finding:- When we take Mean into Consideration we conclude that the group of girls with high parental encouragement (M = 72.03) have high academic achievement as compared to the group of girls with low parental encouragement (M = 43.43). On the basis of Mean & S.D. calculated 't' value is 18.17 that is significant at the level of 0.01. There is a significant difference in the parental encouragement group of high and low level group of girls in the district of South Delhi. Thus, Hypothesis 2 is rejected.

Table 4.03 Comparison between Mean Achievement Scores of High & Low Parental Encouragement Group of Students

S.No	Parental Encouragement Group	N	Mean	S.D.	't' Ratio	Significance or Insignificance
1	Boys	60	57.98	16.56	0.09	Insignificant at 0.01 level
2	Girls	60	57.73	15.64		

Hypothesis 3

There is no significant difference in Mean Achievement Scores of High and Low Parental Encouragement group of Students.

Finding:- When we take Mean into Consideration we conclude that the group of boys with high & low parental encouragement ($M = 57.98$) whereas the group of girls with high & low parental encouragement ($M = 57.73$). On the basis of Mean & S.D. calculated 't' value is 0.09 that is insignificant at the level of 0.01. There is an insignificant difference in the parental encouragement students of high and low level group of boys & girls in the district of South Delhi. Thus, Hypothesis 3 is accepted

Table 4.04 reveals that there is no significant difference in Mean Achievement Scores of boys & girls of equal (High & Low) Parental Encouragement groups. The calculated 't' values 1.29 & 0.32 are less than the table value at 0.05 level which states that there is no significance difference between High & Low Parental Encouragement group of students. Hence, the null hypothesis 4 is accepted.

Table 4.04 Comparison between Mean Achievement Scores of Equal Parental Encouragement Group of Students

S.No	Parental Encouragement Group	N	Mean	S.D.	't' Ratio	Significance or Insignificance
1	Boys (High)	30	73.46	5.01	1.29	Insignificant at 0.01 level
2	Girls (High)	30	72.03	3.47		
3	Boys (Low)	30	42.84	6.26	0.32	
4	Girls (Low)	30	43.43	7.89		

Hypothesis 4

There is no significant difference in Mean Achievement Scores of Equal Parental Encouragement group of Students.

Finding:- The result of mean reveals that there is no significant difference in Mean Achievement Scores of boys & girls of equal (High & Low) Parental Encouragement groups. The calculated 't' values 1.29 & 0.32 are of significance. Hence, the null hypothesis 4 is accepted.

Major Other Facts Found by the Researcher

Researcher has found that the level of parental encouragement in the group of boys of govt. school is high as compare to the group of girls of govt. school. This concludes that the academic achievement of the boys of govt. school is high due to the effect of the high parental encouragement as compare to the girls of govt. school.

Remedial Measures/Suggestions for Teachers

- Extreme discipline or lack of discipline should be avoided in the classroom teaching.
- Students should be given freedom to express their views without any hesitation.
- A child bereft of mother and father must be treated sympathetically.
- Going to school should become a pleasant experience for every student.
- While at one hand, the educated parents are more ambitious than the efficiency of their children, on the other hand illiterate parents, living under scarcity, hardly realize the necessity of encouragement for their children. In such condition, the teacher may advise them properly.

For Parents

- Parents should acknowledge the feelings of their children; for this they must spare some time to interact with them.
- Over expectations from the children should be avoided.
- Parents should equally behave with their children either be male or female.
- Feelings which are not followed by parents should not be imposed on children.

There should be an attempt to encourage the children for proper acts, but an idle praise and over supporting should always be avoided.

Suggestions for the Further Study

- Similar study can be done on a large scale sample.
- Higher Secondary & College students can be considered.
- Same study can be done on the Private Schools Students.
- Parents of rural area could be considered.
- Similar study can be conducted on Literate & Illiterate people.
- Working & Non-Working Parents can be taken as variable.
- Business Class & Service Class can be taken as a variable.

Conclusion

The findings of the present study indicate that there exists significant difference in Mean Achievement scores of high parental encouragement group and low parental encouragement group of boys, girls and total students. But no significant difference is shown in Mean achievement scores of similar (high or low) parental encouragement group of boys and girls. Hence, it can be concluded that parental encouragement has an impact on academic achievement of students.

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