

Relationship Between Parental Encouragement And Academic Achievement

M. Lakshmanan^{1*}, Dr. K. Rajasekaran²,

¹Research Scholar, Department of Educational Planning and Administration, TNTEU, Chennai-97, Mail ID: m.laxmanramya@gmail.com

²Prof. & Head, Department of Educational Planning and Administration, TNTEU, Chennai-97.

*Corresponding Author: M. Lakshmanan

*Research Scholar, Department of Educational Planning and Administration, TNTEU, Chennai-97, Mail ID: m.laxmanramya@gmail.com

Abstract

Parental Encouragement is meant as the general process undertaken by the parents to motivate and giving directions to the behaviour of the children towards high scholastic achievement. The main goal of the current study aims to identify the relationship between Parental Encouragement and Academic Achievement of Higher Secondary School Students. This study advocated with the Survey method and the researcher utilized the stratified random sampling technique. From the Higher secondary schools of Trichy District, 100 samples were undergone this study. Parental Encouragement Scale developed by Kusum Agarwal (1999) and for the academic achievement, Quarterly Exam Scores were considered as a score. Major findings of this study shows that there is positive significant relationship between parental encouragement and academic achievement of higher secondary school students.

Keywords: Parental encouragement and involvement, academic achievement, higher secondary schoolstudents.

Introduction

Parents generally need the best for their kid and consistently believe that their kid should carry on with a superior life then they did. Guardians give however many assets as they can, yet this can likewise be negative to the youngster's schooling in at some point. Parental Encouragement is the motivation or extra-helping given by the guardians to the youngsters for their dynamic association in scholastic life. Parental consolation assumes a significant part in the arrangement of life of kids. It likewise empowers them to confront what's in store difficulties of life. It includes various things like profound comprehension of formative cycle and learning of demeanors, clever, character designs, entomb individual activity and socialization and so on. Not all learning occurs in school; a few happens at home. To guarantee those understudies are urged or spurred to advance at home, instructors should include guardians.

Parental Encouragement in higher optional training is fundamental for kids to find success in school and later in their lives. Review have shown that parental Encouragement and contribution in training is related with (I) better grades and grades, (ii) better participation, (iii) higher paces of

schoolwork culmination, (iv) expansion in uplifting outlooks and ways of behaving at school and at home, (v) higher graduation rates, (vi) higher school participation rates, (vii) more prominent generally speaking understudy accomplishment, (viii) better disposition toward school and individual branches of knowledge, (ix) additional opportunity to spent on schoolwork and contemplating, and (x) better self-idea.

SIGNIFICANCE OF STUDY

To flourish in the academic aspect the children should prepare all efforts to study systematically. The external diversion should also be controlled to provide conducive environment for the children to study all these things. Parents love, care and guidance will bring out tremendous change in the behaviour of the children.

Humanistic elements in elements of character simply express that parental consolation and association on kids impacts their character. Instruction of kids brings the fundamental ability for advancement of future. However training is the contributing component for one's turn of events, assuming this schooling is given appropriately to the kids in early years, it would make them

contributing individuals from the general public. The high score acquired in XI, XII standard will choose their future. The strain is expanding from all sides to the kids for the investigation of the subject. The understudies are at high feeling because of their juvenile period and assumption out of world delight. The guardians are the superb well wishers for the youngsters to succeed in scholastic execution. The support of guardians will get out heavenly change scholarly execution.

The present study focuses on the parental encouragement and academic achievement of higher secondary students. This study is the best and the need of the hour to bring out the different background dwelling in rural or urban, socio-economic status, educational status, influence the academic aspect of their children. The present study is the unique one to explore and present in what way and how parental encouragement brings change in academic achievement of higher secondary students.

DEFINING THE VARIABLE

Parental Encouragement refers to the general process undertaken by the parents to initiative and directs thebehaviour of the children towards high academic achievement in higher secondary level.

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

OBJECTIVES

1. To find out the significant relationship between parental encouragement and academicachievement of higher secondary school students.
2. To find out the significant relationship between parental encouragement and academicachievement of higher secondary school boys.
3. To find out the significant relationship between parental encouragement and academicachievement of higher secondary school girls.
4. To find out the significant relationship between parental encouragement and academicachievement of rural higher secondary school students.
5. To find out the significant relationship between parental encouragement and academicachievement of urban higher secondary school students.

Null Hypothesis

1. There is no significant relationship between

- parental encouragement and academic achievement of highersecondary school students.
2. There is no significant relationship between parental encouragement and academic achievement of highersecondary school boys.
3. There is no significant relationship between parental encouragement and academic achievement of highersecondary school girls.
4. There is no significant relationship between parental encouragement and academic achievement of ruralhigher secondary school students.
5. There is no significant relationship between parental encouragement and academic achievement of urbanhigher secondary school students.

Methodology

The present study adopted with the survey method of research to probe parental encouragement and academic achievement of higher secondary school students in Trichy district. The investigators used stratified random sampling technique for selecting the sample from the population. The stratification was done on the basis of gender, locality of students. The sample consists of 100 higher secondary school students from ten schools at Trichy district.

The tools used for the present study were Parental Encouragement Scale developed by Kusum Agarwal (1999) and academic achievement constructed by investigators (2021). In the present study, Pearson’s product moment co-efficient of correlation was used for computational technique for analyzing the data.

6. Data Analysis

H₀1: There is no significant relationship between parental encouragement and academic achievement of highersecondary school students.

Table-1: Relationship between parental encouragement and academic achievement of higher secondary schoolstudents

Variables	Calculated ‘ χ^2 ’ value	Remarks at 5% level
Parental Encouragement Vs Academic Achievement	0.207	Significant

(At 5% level of significance for 100 DF, the table value of ‘ χ^2 ’ is 0.164)

From the table (1), it is known that there is significant relationship between parental

encouragement and academic achievement of higher secondary school students, as the calculated ‘ r ’ value 0.207 are greater than the table value 0.164 at 5% level of significance. Hence the null hypothesis is rejected.

H₀2: There is no significant relationship between parental encouragement and academic achievement of highersecondary school boys.

Table-2: Relationship between parental encouragement and academic achievement of higher secondary school boys

Variables	Calculated ‘ r ’ value	Remarks at 5% level
Parental Encouragement Vs Academic Achievement	0.198	Significant

(At 5% level of significance for 100 DF, the table value of ‘ r ’ is 0.164)

From the table (2), it is understood that there is significant relationship between parental encouragement and academic achievement of higher secondary school boys, as the calculated ‘ r ’ value 0.198 are greater than the table value 0.164 at 5% level of significance. Hence the null hypothesis is rejected.

H₀3: There is no significant relationship between parental encouragement and academic achievement of highersecondary school girls.

Table-3: Relationship between parental encouragement and academic achievement of higher secondary school girls

Variables	Calculated ‘ r ’ value	Remarks at 5% level
Parental Encouragement Vs Academic Achievement	0.263	Significant

(At 5% level of significance for 100 DF, the table value of ‘ r ’ is 0.164)

From the table (3), it is inferred that there is significant relationship between parental encouragement and academicachievement of higher secondary school girls, as the calculated ‘ r ’value 0.263 are greater than the table value 0.164 at 5% level of significance. Hence the null hypothesis is rejected.

H₀4: There is no significant relationship between parental encouragement and academic achievement of ruralhigher secondary school students.

Table-4: Relationship between parental encouragement and academic achievement of rural higher secondary schoolstudents

Variables	Calculated ‘ r ’ value	Remarks at 5% level
Parental Encouragement Vs Academic Achievement	0.297	Significant

(At 5% level of significance for100 DF, the table value of ‘ r ’ is 0.164)

From the table (4), it is known that there is significant relationship between parental encouragement and academicachievement of rural higher secondary school students, as the calculated ‘ r ’ value 0.297 are greater than the table value 0.164 at 5% level of significance. Hence the null hypothesis is rejected.

H₀5: There is no significant relationship between parental encouragement and academic achievement of urbanhigher secondary school students.

Table-5: Relationship between parental encouragement and academic achievement of urban higher secondarieschool students

Variables	Calculated ‘ r ’ value	Remarks at 5% level
Parental Encouragement Vs Academic Achievement	0.237	Significant

(At 5% level of significance for 100 DF, the table value of ‘ r ’ is 0.164)

From the table (5), it is understood that there is significant relationship between parental encouragement andacademic achievement of urban higher secondary school students, as the calculated ‘ r ’ value 0.237 are greater than the table value 0.164 at 5% level of significance. Hence the null hypothesis is rejected.

Findings

1. There is significant relationship between parental encouragement and academic achievement of higher secondary school students.
2. There is significant relationship between parental encouragement and academic achievement of highersecondary school boys.
3. There is significant relationship between parental encouragement and academic achievement of highersecondary school girls.

4. There is significant relationship between parental encouragement and academic achievement of rural higher secondary school students.
5. There is significant relationship between parental encouragement and academic achievement of urban higher secondary school students.

CONCLUSION

Adolescence is an unconventional time of human existence and offspring of this age feel free and they disregard their folks care and their advices. Thus, the guardians ought to be made mindful of the technique for giving prizes and support to their presentation. The guardians must ready to figure out the abilities of their youngsters and give them motivation and direction and what is great for themselves and they should likewise ensure that their kids are getting legitimate food and exercise. The guardians ought to have an assumption as indicated by the limit of the kid and ought to likewise assist him with laying out his objectives which are reachable. The youngster ought to be given sufficient opportunity to articulate his thoughts in home; this makes the kid allowed to impart his concerns to his folks.

The proposals given by the specialists might be exceptionally useful for working on the parental contribution in schooling and scholastic accomplishment of higher optional understudies. This study will be more productive when ideas given by the specialists are applied for additional review and it will be of an extraordinary assistance for the people who need to concentrate on additional in this field.

REFERENCES

- [1]. (n.d.) Parental involvement in secondary education-What is Parental Involvement? Retrieved from <https://www.msu.edu/~burtaman/parentalinvolvement.htm>
- [2]. Adetayo, Sanet, O., & Kiadese, Adeola, L. (2011). Emotional intelligence and parental involvement as predictors of student's achievement in financial accounting. *American Journal of Social and Management Science*, 21-25.
- [3]. Bhargava, Tripti (2012). Parental encouragement among the urban and rural senior secondary students of Delhi in relation to their academic achievement. *Journal of Educational Psychological Research*, 2 (2).

- [4]. Jeynes W.H. (2007). The relationship between parental involvement and urban secondary school student's academic achievement. *Urban Education*, 42 (1), 82-110.
- [5]. Kaur, Jasraj (2013). Parental encouragement as a predictor of academic achievement of college student. *Quest International Multi Disciplinary Research Journal*, 2, 5-8.
- [6]. Kazmi, S. F., Sajid, M., Pervez, T. (2011). Parental style and academic achievement among the students. *International Journal of Academic Research*, 27(1), 15-20.
- [7]. Mehta, P. & Kumar, D. (1985). Relationship of Academic Achievement with Intelligence, Personality, Adjustment, Study habits and motivation. *Journal of Personality and clinical studies*, (1) 2, 67-68.
- [8]. Michaelis, J. U. (1980). *Social Studies for Children. A guide to Basic Instruction* (7th Ed). USA, New Jersey: Prentice hall.
- [9]. Rafiq, W.H.M. et al (2013). Parental Involvement and academic achievement: A study on secondary school students of Lahore, Pakistan. *International Journal of Humanities and Social Science*, 3 (8), 209-223. Retrieved from <http://www.ijhssnet.com>
- [10]. Saikia, L. R. & Kalita, Sima (2008). Parental encouragement and achievement motivation of Assamese English medium students. *Psycho-Lingua*, 38 (2), 192-194