

Parental Encouragement and Academic Achievement among Adolescents



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Abstract

The present study was undertaken to find out the relationship between Parental encouragement and academic achievement of adolescents. The sample consisted of 200 students (100 male and 100 female) studying in class 11 and 12, drawn randomly from 10 senior secondary schools of Dehradun district of Uttarakhand. Dr. Kusum Agarwal's (APES) Parental Encouragement scale was used to measure Parental Encouragement of the students. Academic Achievement was taken in terms of total marks obtained by the subjects in their previous examination. Analysis was carried out by employing t-test and correlation was found out by Pearson product moment. Findings of the study reveals that there is significant difference in the Parental Encouragement of adolescents and also they differ in their Academic Achievement. It also revealed that Parental Encouragement and Academic Achievement is positively correlated.

Keywords: Parental Encouragement, Academic Achievement, Adolescent.

Introduction

As a transitional stage of human development represents the period of time in which a juvenile matures into adulthood and since adolescence is a cultural and social phenomenon, therefore its end points are not easily tied to physical milestones. Adolescence is that period of life in which there is an undue physiological, social, and emotional stress for which the individual is not prepared. It is a period at which Mental abnormalities and Parental Pressure may and do appear or those already in existence become more socially significant. This is the last stage before adulthood and it offers both the teachers and parents an opportunity to educate and mould the adolescents. Academic achievement is now considered as glittering crown for the students. There are many factors which affect students' academic achievement. Although these factors cannot be seen visually, but its impact can be felt in all spheres. Parental Encouragement is of great significant in developing psychological as well as academic behavior of a student to survive in this complex world. Parental encouragement promotes social growth of a child. Children whose parents are involved in their education have many advantages. They have better grades, test score, long term high academic achievement, attitudes and behavior than those with disinterested parents. **According to Rossi (1965)**, Parental Encouragement means "When father and mother approve or disapprove of any activity related to education or revoke any hurdle felt by the student in the process, or guide right or wrong"

Review of Literature

Aggarwal, K.L. and Pandey, S.K. (1997) carried out 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 amount of parental encouragement.

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

Pandey, S.K. and Maikhuri, R. (2003) carried out in their 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.

Saikia, L.R. and Kalia, S. (2008) carried out a study on parental encouragement and achievement motivation of Assamese English medium students. The findings revealed that parental encouragement is found significant and important predictor of achievement motivation.

Objectives

1. To find out the parental encouragement of adolescents.
2. To find out the academic achievement of adolescents.
3. To find out the relationship between parental encouragement and academic achievement of adolescents.

Hypotheses

1. There is no significant difference in the parental encouragement of adolescents.
2. There is no significant difference in the academic achievement of adolescents.
3. There is no significant relationship between parental encouragement and academic achievement of adolescents.

Methodology

In the present study researcher used descriptive survey method to find out the relationship between parental encouragement and academic achievement.

Population

In the present study population comprises all the regular students of class 11th and 12th studying in government and private schools of Dehradun district.

Sample

Total sample of the study consisted of 200 students. There were 100 male and 100 female students. Sample was drawn randomly from 10 schools.

Tools

Parental Encouragement Scale

Parental encouragement scale developed and standardized by Dr. Kusum Agarwal was used to measure Socio economic status (S.E.S) of the students. It has 80 items. Reliability of the scale varied across .82 to .80.

Academic Achievement: for 11th class students, 10th class final examinations scores(collected from school records) and for 12th class students, 11th class final examination scores was taken as their academic achievement.

Statistical Technique Used

1. Mean and standard deviation calculated.
2. 'T' test was applied to find out significance of differences.
3. Pearson's Product moment co-relation technique was used to find correlation between

Analysis and Interpretation

1. There is no significant difference in the parental encouragement of adolescents.

The above sub hypothesis is being tested with the help of following table.

Table - 1

S. N.	Gender	N	Mean	S.D.	t- value	Level of Significance
1.	Male	100	325.17	33.709	3.158*	Significant
2.	Female	100	307.96	42.811		

* Significant at the 0.01 level

It is evident from table:1 that the obtained t-value is 3.158 which is greater than the critical value of 2.60 for df=198 at 0.01 level. It means that the male and female student differ significantly in their parental encouragement. Thus it may be inferred that the male students are significantly more encouraged by parents than female students.

Thus, the hypothesis 1 stands rejected.

There is no significant difference in the academic achievement of adolescents.

The above sub hypothesis is being tested with the help of following table.

Table- 2

S. N.	Gender	N	Mean	S.D.	t- value	Level of Significance
1.	Male	100	312.06	45.643	2.092*	Significant
2.	Female	100	324.63	39.059		

* Significant at the 0.01 level

It is observed from the table:2 that the 't' value so obtained is 2.092, which is greater than the critical value of 1.97 for df=198 at 0.05 level. It means that the male and female student differ significantly in their academic achievement. Thus it may be inferred that the female students are significantly high achievers than the male students

Thus, the hypothesis 2 stands rejected.

There is no significant difference in the parental encouragement and achievement of adolescents.

Table-3

Pearson Correlation Coefficient 'r'	Academic Achievement
Parental Encouragement	0.512*

*Correlation is significant at the 0.01 level (2-tailed)

Table 3 displays that the coefficient of correlation between encouragement and achievement of adolescents is equal to 0.512 which is considerably greater than the critical value 0.254 at 0.01 level of significance. This clearly indicates a significant positive relationship between the variables under study. As a matter of fact it may be inferred that more the students are encouraged by parents, better is their academic achievement.

Findings of the Study

On the basis of the analysis the following findings are made by the researchers.

1. Male and female students differ significantly in their parental encouragement. The mean scores highlighted in the table 1 reveals that the male students are more significantly encouraged by the parents than the female students.
2. Male and female students differ significantly in their academic achievement. . The mean scores highlighted in the table 2 reveals that the female students are high academic achievers than the male students.
3. There is a positive correlation between parental encouragement and academic achievement. As a matter of fact that more the students are encouraged by the parents, better is their academic achievement.

Conclusion

On the basis of above findings the researcher conclude that though males are highly encouraged by their parents than the females but their academic achievement is less than female's academic achievement. It is also concluded from the findings that the parental encouragement and academic achievement are positively and significantly correlated with each other.

Suggestion

After concluding the study the researchers find out that parental encouragement and academic achievement is positively correlated. Hence it is recommended that parents should take interests in the educational activities of their children. By implicating this, the educational achievements of students could be enhanced. The results of the present study reflect that male students lag behind female counterparts in academic achievement.

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