

## **Academic Achievement of Adolescents In Relation To Parental Encouragement**

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**Abstract:** *This Study examines the Academic Achievement of Adolescence and Parental encouragement, the encouragement support exerts most direct influence upon the acquisition of academic achievement. This study explored the extent to which the parental encouragement has relation with academic achievement among school students. Parents play a key role in shaping students achievement. Family factors such as parent's level of education, Parental expectations and parental support for their children seem to extent some influences on adolescents academic achievement. Parents play an important role in educational motivation of their children. They provide necessary facilities and educational environment which results is better performance in school. Parents approve and appreciate activities related to education and remove any difficult felt by their wards. This type of behavior of Parents is known as parental encouragement. In other wards parental encouragement refers to the guidance, communication and interest shown by the parents to promote their wards progress in school.*

**Key words:** *Academic Achievement, Educational environment, Parental Encouragement.*

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### **I. Introduction**

Education plays a key role in the development of a country. Education disciplines the mind, sharpens the intellect and refines the spirit. It helps man to lead a full and worthwhile life. There is no denying the fact that future of nation lies in the hands of students. The society's progress and development depends upon how its children's transformed and trained in different branches of knowledge. Human beings are the unique products of their creations and evolution. In contrast to another form of animal life, human beings have more developed nervous system.

Now-a-days the world is becoming more and more competitive. Quality of performance has become the key factor for individual progress. Parents that wish their children climb the ladder of performance to as high in level as likely. This desire for a high level of achievement puts a lot of pressure on teachers and students, and in general the system of education. In fact, it appears as if the whole system of education revolves around the academic achievement of students, though a variety of other outcomes are also expected from the system. Therefore, a lot of efforts of the schools are used for helping students to achieve better in their scholastic endeavours.

This study used path analytic techniques and an ecological framework to examine the association between children's perceptions of their parent's educational involvement, children's personal Characteristics and their school achievement. Father's academic pressure was predictive of lower achievement, whereas mothers encouragement and support predicted higher achievement. Both parents used more academic pressure with their sons, whereas using more encouragement and support with their daughters. The effects of parental involvement were mediated through children's academic competence. This study demonstrates the interactive influences of parents educational involvement and children's personal characteristics in predicting school achievement. Implications for practice and research in school psychology are presented.

#### **1.1 Adolescence**

Adolescence is a phase separate from both early childhood and adulthood. It is a transitional period that requires special attention and protection. Physically, children go through a number of transitions while they mature. We now know that the brain undergoes quite substantial developments in early adolescence, which affect emotional skills as well as physical and mental abilities. As adolescent girls and boys grow, they take an additional responsibilities, experiment with new ways of doing things and push for independence. It is a time in which values and skills are developed that have great impact on well-being. Evidence shows that when adolescent girls and boys are supported and encouraged by caring adults, along with policies and services attentive to their needs and capabilities, they have the potential to break long-standing cycles of poverty, discrimination and violence. Children grow up in a dynamic social context in which local communities drive global development. Adolescents, social actors in their own right, are part of this movement. During adolescence, children develop the ability to:

- Understand abstract ideas, such as higher math concepts, and develop moral philosophies, including rights and privileges.
- Establish and maintain satisfying relationships by learning to share intimacy without feeling worried or inhibited.
- Move toward a more mature sense of themselves and their purpose.
- Question old values without losing their identity.

### **1.2 Academic Achievement**

#### **Academic + Achievement implies ‘scholarly accomplishment’**

The academic word has been derived from the term academy the meaning of the term academy is a school where special type of instructions are imparted. Achievement Means one’s learning attainment, accomplishment and proficiency of performance. Achievement in an educational institution may be taken to mean any desirable learning.

### **1.3 Parental Encouragement**

Although all human relationship are unique, those existing between parents and child possess certain characteristics that explain the tremendous and permanent impact of one upon the other. Parental encouragement is one of the aspects of parental treatment patterns. It is a world wide phenomenon. The parents have a significant role to play in shaping of a child’s personality. Parental behavior is not only important in the individual’s development but is also important for the future life. Parental encouragement is the backbone of individual’s life. It plays a vital role in the life of individual. The parents help the child to guide him and coax him so that he may not feel disheartened at a particular point of difficulty. It may be in the form of approval or in the form of asking the child to modify his behaviour.

## **II. Need Of Study**

In modern age of competition and perfection every human being strives for success. For student, success implies academic success which should be well matched with pillars on which the future successes of their lives stand.

Academic achievement plays an important role in the attainment of ideal and harmonious development of the child. It is also the status of individual’s learning and his ability to apply what he has learnt. Academic achievement is not a uni-dimensional but a multi-dimensional phenomenon. Modern society is achievement oriented. Academic achievement is given a lot of weightage in admitting the students for vocational oriented aspects.

Academic achievement depends upon a number of factors which in turn determine the failure and the success of the students. There is the need to study and understand the variables that are directly or indirectly related to the academic achievement of adolescents like, school environment, home environment, parent education and parental encouragement etc. Realizing the importance of influence of parental encouragement on Academic achievement the investigator decided to undertake this research. Moreover lack of studies in this area also encouraged the investigator to probe into it. This probes the investigator to check whether parental encouragement is related to academic achievement or not.

## **III. Hypotheses**

1. There exist significant relationship between academic achievement and Parental Encouragement.
2. There exist no significant difference in Academic Achievement of Boys and Girls students.
3. There exist no significant difference in Parental Encouragement of Boys and Girls students.
4. There exist no significant difference in Academic Achievement of boys students of Rural and Urban Areas.
5. There exist no significant difference in Academic Achievement of Girls students of Rural and Urban.

## **IV. Methodology**

The present study falls in the category of survey method, which explains the present status of the situation.

### **4.1 Design Of The Study**

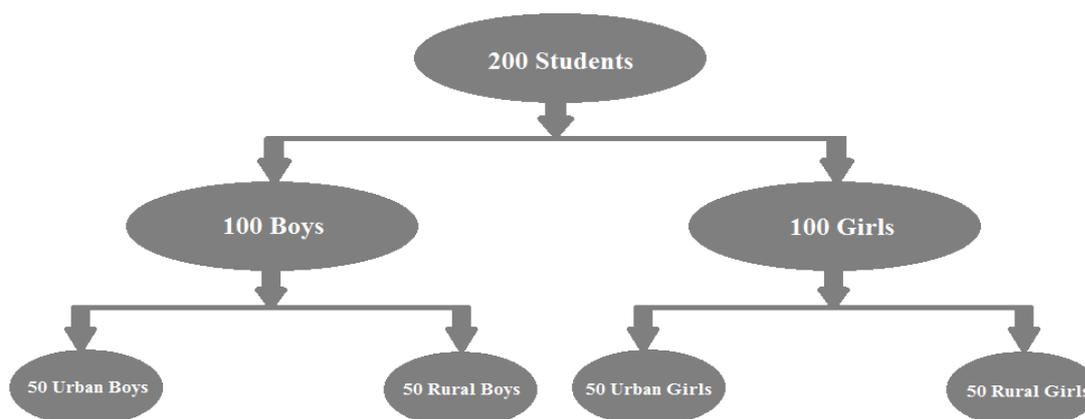
The purpose of the present study is to analyze academic achievement in relation to parental encouragement of Adolescents. For this purpose investigator has employed descriptive survey method. This method is concerned with serving, describing and investigating the problem. The correlation techniques are employed to study the relationship and T-ratio is employed to find out the difference between the dependent and independent variable. In the present study, the dependent variable is academic achievement and independent variable is parental encouragement.

#### 4.2 Sample

In the present study, keeping in view the limited source of time and money only 200 students from higher secondary schools of Ferozepur district were randomly selected. These 200 students were further divided by sex (Male or Female) and by the location of school and location of the residence of student (Rural or Urban). In the present study different schools of rural and urban areas of district Ferozepur were considered as shown in Table.1 and students of rural and urban areas are sub-divided as shown in figure.1

S.no	Name of the schools of Dist. Ferozepur, Punjab, India.	No. Of students	
		Boys	Girls
1	Manav Mandir Sen .Sec. School Ferozepur city.	25	25
2	H.M. Sen. Sec. School Ferozepur city.	25	25
3	Govt. sen. Sec. school, Village Bazidpur.	25	25
4	Govt. sen. Sec. school, Village Mahima.	25	25
<b>Total students</b>		<b>200</b>	

**Table.1 SAMPLE STRUCTURE OF STUDENTS**



**(Figure1. DESIGN OF THE STUDY)**

#### 4.3 Tools Used In Present Study

1. Parental Encouragement Scale by R.R.Sharma (1988).
2. Total scores of students in previous class were taken as measure of academic achievement.

#### 4.4 Data Collection

The researcher individually visited the schools of Ferozepur district. The researcher requested the principals of the respective schools to collect data from 11<sup>th</sup> and 12 class students. The students were explained the purpose of collecting the data and were assured that information collected will be kept confidential and will only be used for the purpose of research. They were made to sit comfortably and were requested to fill in the personal information and the test. Academic records were taken from school records. The data consisted of scores of academic achievement and parental encouragement of adolescents. The data is processed statically in the following order:

1. The co-efficient of correlation between the academic achievement and parental encouragement.
2. T-Ratio between :
  - a) Academic achievement of Boys and Girls adolescents.
  - b) Parental Encouragement of Boys and Girls adolescents.
  - c) Academic achievement of Boys adolescents of rural and urban areas.
  - d) Academic achievement of Girls adolescents of rural and urban areas.

#### 4.5 Description Of The Test

##### 4.5.1 Parental Encouragement Scale

The Parental Encouragement scale has been developed to measure the degree/amount of encouragement which a child receives from his parents and also to categorize the students in terms of the degree/amount of their Parental Encouragement. The scale contains 40 items with three alternative responses.

**Reliability**

The reliability of the scale was measured firstly by split half method and the value was found to .83. Secondly two test-retest reliabilities were determined – one after an interval of 2 weeks and other of 4 weeks. The values of these two reliabilities were found to be .73 and .76 respectively.

**Validity**

Two Indices of validity of the P E S (Parental Encouragement Scale) were worked out.

**1. Content validity**

The contents of each of P E S were erotically examined by 5 judges specialized in the field of education psychology and sociology. The opinion of these judges confirmed that the P E S was sufficiently valid instrument.

**2. Convergent validity**

The validity of the P E S was ascertained by correlating the score of this scale with unrial and aerial’s P E S. The coefficient of correlation was found to be 68, this indicates that the scale is fairly a valid tool.

**Scoring**

There are three response alternative in each item of the scale the subject has to choose only one alternative. The marks should be allotted as shown in table 2.

Response Alternatives	Score
a)	0
b)	1
c)	2

(Table 2. Score Of Parental Encouragement Scale With Response Alternatives)

Thus the total score for each item ranges from 0-2 where as the grand total of the PES ranges from 0 to 80. Higher scores on the PES reveal greater amount/degree of Parental Encouragement where as lower scores reveal the lower degree of Parental encouragement.

**4.5.2. Academic Achievement**

Annual scores of previous class were taken.

**4.6 Hypothesis.**

**4.6.1 Hypothesis -1**

**There will be significant relationship between Academic Achievement and Parental Encouragement.**

	N	M	r	INTERPETATION
<b>Academic Achievement</b>	200	63.88	0.26	<b>SIGNIFICANT AT 0.05 AND 0.01 LEVEL</b>
<b>Parental Encouragement</b>	200	45.60		

(Table 4.1) Mean Score Of Academic Achievement And Parental Encouragement Of Girls And Boys Students Of 11<sup>th</sup> And 12<sup>th</sup> Class Of Ferozepur Distt

Table 4.1 shows the relationship between Academic Achievement and Parental Encouragement, and we find that coefficient of correlation between scores of Academic Achievement and Parental Encouragement has come out to be 0.26, therefore it is insignificant. The result obtained holds the opinion that parental encouragement correlates with academic achievement of the students.

Hence, Hypothesis-1 then exit significant relationship between Academic Achievement and Parental Encouragement. So, Hypothesis-1 is not Accepted (Rejected).

**4.6.2 Hypothesis -2**

**There will be no significant difference in Academic Achievement of Boys and Girls students.**

Academic Achievement		N	M	S.D	SD <sub>E</sub>	t-Ratio	INTERPETATION
	Boys	100	59.42	12.87	3.46	3.05	SIGNIFICANT AT 0.05 AND 0.01 LEVEL
Girls	100	69.84	12.58				

**(Table 4.2) Mean Score Of Academic Achievement Of Girls And Boys Students Of 11<sup>th</sup> And 12<sup>th</sup> Class Of Ferozepur Distt**

Table 4.2 shows Mean score of Academic Achievement of Girls and boys students of 11<sup>th</sup> and 12<sup>th</sup> Class of Ferozepur Distt, To verify the above hypothesis t-Ratio between mean score of Academic achievement of boys and girls students was computed.

The results show that the t-Ratio of Academic Achievement of boys and girls students has found to be 3.05. our calculated value is greater than table value at 0.05 and 0.01 level, which shows that it is significant at both levels, Hence it is not Accepted (Rejected).

Hence, Hypothesis-2 that there no significant difference in Academic Achievement of Boys and Girls students is not Accepted (Rejected).

The obtained results are in conformity with the previous findings of Spinrad, et. Al. (1999), Codjoe (2007). However, these results are contrary to the previous findings of pandey and Ahmed (2008), Kaur (2009).

**4.6.3 Hypothesis - 3**

**There will be no significant difference in Parental Encouragement of Boys and Girls students.**

Parental Encouragement		N	M	S.D	SD <sub>E</sub>	t-Ratio	INTERPETATION
	Boys	100	58.48	11.60	1.63	2.04	SIGNIFICANT AT 0.05 LEVEL AND INSIGNIFICANT AT 0.01 LEVEL
Girls	100	55.21	11.49				

**(Table 4.3) Mean Score Of Parental Encouragement Of Girls And Boys Students Of 11<sup>th</sup> And 12<sup>th</sup> Class Of Ferozepur Distt**

Table 4.3 shows Mean score of Parental Encouragement of Girls and boys students of 11<sup>th</sup> and 12<sup>th</sup> Class of Ferozepur Distt. To verify the above hypothesis t-Ratio between mean score of Parental Encouragement of boys and girls students was computed.

The results shows that the t-Ratio of Parental Encouragement of boys and girls students has found to be 2.04. This value is significant at 0.05 level and insignificant at 0.01 level.

Hence, Hypothesis-3 shows significant difference in Parental Encouragement of Boys and Girls students. So, Hypothesis-3 is Partially Accepted (Rejected).

**4.6.4 Hypothesis - 4**

**There will be no significant difference in Academic Achievement of boys students of Rural and Urban Areas.**

Academic Achievement		N	M	S.D	SD <sub>E</sub>	t-Ratio	INTERPETATION
	Boys (Urban Area)	50	64.12	10.12	1.9	7.2	SIGNIFICANT AT 0.05 AND 0.01 LEVEL
Boys (Rural Area)	50	50.16	9.14				

**(Table 4.4) Mean Score Of Academic Achievement Of Boys Students Of 11<sup>th</sup> And 12<sup>th</sup> Class Of Rural And Urban Areas Of Ferozepur Distt**

Table 4.4 shows Mean score of Academic Achievement of boys students of 11<sup>th</sup> and 12<sup>th</sup> Class of Rural and urban areas of Ferozepur Distt, To verify the above hypothesis t-Ratio between mean score of Academic Achievement of boys students were computed.

The results shows that the t-Ratio of Academic Achievement of boys students has found to be 7.2. Which is significant at both 0.05 and 0.01 levels.

Hence, Hypothesis-4 show significant difference in Academic Achievement of boys students of Rural and Urban areas of Ferozepur Distt. This shows that the boys of urban areas of distt ferozepur achieve good Academic Achievement as compare to the Academic Achievement of boys of rural area .

So, Hypothesis-4 is not Accepted (Rejected).

#### 4.6.5 Hypothesis - 5

**There will be no significant difference in Academic Achievement of Girls students of Rural and Urban.**

Academic Achievement		N	M	S.D	SD <sub>E</sub>	t-Ratio	INTERPETATION
	Girls (Urban Area)	50	62.62	10.13	1.8	7.3	SIGNIFICANT AT 0.05 AND 0.01 LEVEL
Girls (Rural Area)	50	49.32	8.63				

**(Table 4.5) Mean Score Of Academic Achievement Of Girls Students Of 11<sup>th</sup> And 12<sup>th</sup> Class Of Rural And Urban Areas Of Ferozepur Distt**

Table 4.5 shows Mean score of Academic Achievement of girls students of 11<sup>th</sup> and 12<sup>th</sup> Class of Rural and urban areas of Ferozepur Distt, To verify the above hypothesis t-Ratio between mean score of Academic Achievement of girls students were computed.

The results show that the t-Ratio of Academic Achievement of girls students has found to be 7.3. This value is significant at both 0.01 and 0.05 levels.

Hence, Hypothesis-5 shows insignificant difference in Academic Achievement of girls students of Rural and urban areas of Ferozepur Distt. This shows that the girls of urban areas of distt Ferozepur achieve good Academic Achievement as compare to the Academic Achievement of girls of rural area. So Hypothesis-5 is not Accepted (Rejected).

### V. Conclusions

In the present study the researcher wanted to study the effect of Parental Encouragement on Academic Achievement of 11<sup>th</sup> and 12<sup>th</sup> students.

1. There is positive correlation between Academic Achievement and Parental Encouragement as the value of  $r = 0.26$  which is significant value and we have a feasible result thus, our first hypothesis “There exists significant relationship between academic achievement and Parental Encouragement is not Accepted (Rejected). Above result conclude that Parental Encouragement contribute in Academic Achievement of students.
2. The second hypothesis “There exists no significant difference in Academic Achievement of Boys and Girls students” is not Accepted (Rejected), as there is very less difference in mean score of Academic achievement of Boys and Girls. The mean score of Academic achievement of Boys = 59.42 and Girls = 69.84, so there will be difference in mean score of Academic achievement, so hence it is proved that there is significant difference in Academic Achievement of Boys and Girls.
3. The third hypothesis “There exists no significant difference in Parental Encouragement of Boys and Girls students” is partially Accepted (Rejected), as results shows difference in Parental Encouragement of Boys and Girls. The results show that the t-Ratio of Parental Encouragement of boys and girls students has found to be 2.04. This is an infeasible result. This shows significant difference in Parental Encouragement of Boys and Girls students. This infers that in Ferozepur District parents encourage their boys more as compare to girls.
4. The Forth hypothesis “There exists no significant difference in Academic Achievement of boys students of Rural and Urban Areas” is not Accepted (Rejected), as results shows difference in Academic Achievement of boys students of Rural and Urban Areas, The results shows that the t-Ratio of Academic Achievement of boys students has found to be 7.2. This shows that the boys of urban areas of District Ferozepur achieve good Academic Achievement as compare to the Academic Achievement of boys of rural area.
5. The Fifth hypothesis “There exists no significant difference in Academic Achievement of Girls students of Rural and Urban” is not Accepted (Rejected), as results shows difference in Academic Achievement of Girls students of Rural and Urban Areas. The results show that the t-Ratio of Academic Achievement of Girls students has found to be 7.3. This is an infeasible result. This shows that the Girls of urban areas of District Ferozepur achieve good Academic Achievement as compare to the Academic Achievement of Girls of rural area.

Parental encouragement is the backbone of individual’s life. The parents help the child to guide him and coax him so that he may not feel dishearted at a particular point of difficulty. There is no doubt that considerable progress has been done to study and Realizing the importance of Parental encouragement to their childrens in achieving high scores and success.

In future realizing the importance of influence of parental encouragement on Academic achievement the investigator further undertake this research and There is the need to study and understand the variables that are directly or indirectly related to the academic achievement of adolescents like, school environment, home environment, parent education and parental encouragement, Study habits, Interest, Attitude, Intelligence and Home Environment etc, in Future.

#### **4.8 Delimitations Of The Study**

1. The study was restricted to district Ferozepur, Punjab, India only.
2. Only 200 students of 11<sup>th</sup> and 12<sup>th</sup> class were taken.

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