

## RELATIONSHIP BETWEEN PARENTAL ENCOURAGEMENT AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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### **Abstract**

The present study has been taken to find out the 'Relationship Between Parental Encouragement and Academic Achievement of Secondary School Students. To conduct this study hundred students from different secondary schools were taken as sample. Parental Encouragement Scale developed by Kusum Aggarwal (1999) and For the collection of Academic Achievement of the secondary school students marks obtained in X<sup>th</sup> class Board examination, the handwritten performas were used to collect the data. Descriptive statistics was applied. Correlation was worked out to find the relationship between the two variables : Parental Encouragement And Academic Achievement of Secondary School Students. The result shows that there is significant relationship between Parental Encouragement and Academic Achievement of Secondary School Students. Further, the results shows that there is significant relationship between parental encouragement and academic achievement of secondary school boys and girls. Significant relationship has also been found between parental encouragement and academic achievement of rural and urban secondary school students.

**Keywords: Parental Encouragement, Academic Achievement and Secondary School Students**

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## **Introduction**

Parental encouragement is the backbone of individual's life. The stronger the backbone, the healthier will be our generation. Parental encouragement is of great significant in development psychological as well as academics behaviour of a child. Parents should act as living model and adopt practical way of life then only the children will imitate their parents.

The role of parents cannot be ignored. All psychological teachers and primarily family living and parents play most crucial role in the harmonious development of the personality of the children.

Parental encouragement is the treatment originating from parents towards the child with a view to chance the possibilities of future occurrence of good behaviour by care, concern and approval and guidance. It enables the child to face the future challenges of life.

Parental encouragement acts as a support for the adolescents during the transitional period. It is as effective as planning and management. Parents need to anticipate that their adolescents will require increased availability and support during periods of transition. Studies by Rafiq (2013). Sekar & Mani (2013) & Lawrance & Barathi (2016) have shown that parental encouragement has resulted in good academic achievement of their wards.

## **ACADEMIC ACHIEVEMENT**

Academic achievement is the accomplish or proficiency of performance in a given skill or body of knowledge. It means the amount of knowledge gained by the student in different subjects of study. It is the degree of attainment of the students after a period of learning exercise. Knowledge acquired and skills developed in school subjects are generally indicated by marks obtained in the tests. The brilliant academics records are deemed to be the most widely used index of its worth and success. Academic performance place a vital role of importance in almost all works of life- the science, engineering, medical, literature, education, agriculture, politics etc. from the beginning of one's life.

## **Objectives of the Study**

1. To study the relationship between parental encouragement and academic achievement of secondary school students.

2. To study the relationship between parental encouragement and academic achievement of secondary schools boys.
3. To study the relationship between parental encouragement and academic achievement of secondary schools girls.
4. To study the relationship between parental encouragement and academic achievement of rural secondary schools students.
5. To study the relationship between parental encouragement and academic achievement of urban secondary schools students.

### **Null Hypotheses of the Study**

1. There will be no significant relationship between parental encouragement and academic achievement of secondary school students.
2. There will be no significant relationship between parental encouragement and academic achievement of secondary schools boys.
3. There will be no significant relationship between parental encouragement and academic achievement of secondary schools girls.
4. There will be no significant relationship between parental encouragement and academic achievement of rural secondary schools students.
5. There will be no significant relationship between parental encouragement and academic achievement of urban secondary schools students.

### **Method**

Correlation was computed to study the relationship between Parental Encouragement and Academic Achievement of Secondary School Students.

### **Sample**

In order to conduct the present study, different secondary schools of district Kapurthala were randomly selected. Out of the selected schools; 100 secondary school students were taken as sample of the study.

**Measures**

1. Parental Encouragement Scale developed by Kusum Aggarwal (1999).
2. For the collection of Academic Achievement of the secondary school students marks obtained in X<sup>th</sup> class Board examination, the investigator used handwritten performa.

**Procedure**

The analysis and interpretation of data was done as given below:

1. Descriptive Statistics was applied to test the normality of the data.
2. Correlation was worked out to find the relationship between the two variables – Parental Encouragement and Academic Achievement of Secondary School Students.

**Results and Discussion**

Table -1 : Relationship between Parental Encouragement and Academic Achievement of Secondary School Students

Variables	Co-efficient of Correlation	Level of Significance at 0.05 level
Parental Encouragement	0.312	Significant
Academic Achievement		

Table -2 : Relationship between parental encouragement and academic achievement of secondary schools boys.

Variables	Co-efficient of Correlation	Level of Significance at 0.05 level
Parental Encouragement	0.342	Significant
Academic Achievement		

Table 3- Relationship between parental encouragement and academic achievement of secondary schools girls.

Variables	Co-efficient of Correlation	Level of Significance at 0.05 level
Parental Encouragement	0.375	Significant
Academic Achievement		

Table-4 Relationship between parental encouragement and academic achievement of rural secondary schools students

Variables	Co-efficient of Correlation	Level of Significance at 0.05 level
Parental Encouragement	0.285	Significant
Academic Achievement		

Table -5 : Relationship between parental encouragement and academic achievement of urban secondary schools students

Variables	Co-efficient of Correlation	Level of Significance at 0.05 level
Parental Encouragement	0.350	Significant
Academic Achievement		

Table -1 shows the Pearson's co-efficient of correlation ( $r$ ) of parental encouragement and academic achievement is 0.312, which is significant at 0.05 level of significance. It reveals that there is significant relationship between parental encouragement and academic achievement.

Therefore the hypothesis 1, which states, 'There will be no significant relationship in parental encouragement and academic achievement of secondary schools students, is rejected.

Table -2 shows the Pearson's co-efficient of correlation ( $r$ ) of parental encouragement and academic achievement of secondary school boys is 0.342, which is significant at 0.05 level of significance. It reveals that there is significant relationship between parental encouragement and academic achievement of secondary school boys.

Therefore the hypothesis 2, which states, 'There will be no significant relationship in parental encouragement and academic achievement of secondary schools boys, is rejected.

Table -3 shows the Pearson's co-efficient of correlation ( $r$ ) of parental encouragement and academic achievement of secondary school girls is 0.375, which is significant at 0.05 level of significance. It reveals that there is significant relationship between parental encouragement and academic achievement of secondary school girls.

Therefore the hypothesis 3, which states, 'There will be no significant relationship in parental encouragement and academic achievement of secondary schools girls, is rejected.

Table -4 shows the Pearson's co-efficient of correlation ( $r$ ) of parental encouragement and academic achievement of rural secondary schools students is 0.285, which is significant at 0.05 level of significance. It reveals that there is significant relationship between parental encouragement and academic achievement of rural secondary schools students.

Therefore the hypothesis 4, which states, 'There will be no significant relationship in parental encouragement and academic achievement of rural secondary schools students', is rejected.

Table -5 shows the Pearson's co-efficient of correlation ( $r$ ) of parental encouragement and academic achievement of urban secondary schools students is 0.350, which is significant at 0.05 level of significance. It reveals that there is significant relationship between parental encouragement and academic achievement of urban secondary schools students.

Therefore the hypothesis 5, which states, 'There will be no significant relationship in parental encouragement and academic achievement of urban secondary schools students', is rejected.

## **Conclusion**

On the basis of statistical basis of the data the following conclusions were drawn:

1. There is significant relationship between parental encouragement and academic achievement.
2. There is significant relationship between parental encouragement and academic achievement of secondary school boys.
3. There is significant relationship between parental encouragement and academic achievement of secondary school girls.
4. There is significant relationship between parental encouragement and academic achievement of rural secondary schools students.
5. There is significant relationship between parental encouragement and academic achievement of urban secondary schools students.

## **Educational Implications**

1. On the basis of the results and conclusions, it is clear from the study that parents should act as role model and provide healthy environment and keep good relations with their wards because parents involvement is very important in education and academic achievement of secondary school students.

2. The study may be helpful for the students also to maintain good relations with their parents.
3. The present study also of utmost relevance for teachers, guidance workers and counselors to indicate the importance of relationship of parents in the future life of the students in their academic achievements.

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