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ABSTRACT: The present study aim is to explore the effect of parental involvement on the academic achievement of the children. The research has been conducted in Purulia District of West Bengal. A total of 100 students of 10th class of secondary schools (public and private) were taken as the respondents. A Parental Encouragement Scale was used as a tool for data collection. It has been observed from the study that in spite of healthy parental support, academic achievements of the students are not up to the mark. The questionnaires are framed in English language as per the average secondary level standard. In spite of having parental encouragement, students from lower socio-economic background have to take part in house hold courses or have to help to provide financial support.

KEYWORDS: Parental Encouragement, Private School, Public School, Education.

1. INTRODUCTION

Education is said to be the foundation for overall development of a child, be it academic, emotional and psychological growth. However, other than education some many other factors also equally contribute for overall growth and development of a child. In this regard the influence of home and its' various aspects may be worth mentioned. In order to accelerate growth and development of a child encouragement from their parents plays an important role. Brooks Terry (1988) noted that parental influence and involvement play a large role in the college decision process for traditionally aged first generation students. Bogenschneider (1999) viewed that parental involvement was a force on achievement. Parents who are more involved in their adolescents' schooling regardless of parents' gender or educational level have offspring who do better in school irrespective of the child's gender, ethnicity or family structure. Ghazi (2010) stated that if the students are to maximize their academic performance, they need full support and participation of the family and the parents. Sunitha (2005) opined that parental encouragement means helping and guiding their child and coaxing him not to feel disheartened at a particular point of difficulty. Parental encouragement as stated by Buonagura (2003) is critical in facilitating children's development, achievement and in preventing educational and developmental problems. Sharma and Tahira (2011) explored the influence of parental education, parental occupation and family size on science achievement of the secondary school students in western Uttar Pradesh in India.

Parental encouragement refers to the impulse offered by the parents to their children so that they can flourish in every aspects of life, including academics. Parental encouragement and support plays a pivotal role in schooling of a child and it is one of the most critical factors in a child's education. Parents' educational encouragement is closely associated with their financial, emotional and academic support. Parent plays a crucial role in both home and school environment.

Academic achievement or academic performance is the outcome of education- the extent to which a student has achieved their educational goals. There are different factors that persuade educational achievement of a pupil which may be categorized such as- Internal and External factor.

- a) Internal factors exist within the individual such as- intelligence, interest, attention, motivation, physical condition etc. Students with high Intelligence, performs better in their academics. Similarly, physical health and psychological condition i.e. depression, anxiety, over excitement of a student may affect the academic performances. Motivation may be regarded as something which prompts, compels and energies an individual to act or behave in particular manner at a particular time for attaining some specific goal or purpose. There are two kinds of motivation such as- 'self-motivation'

and ‘motivation created by others’. Self-motivation energises the pupils to meet their academic goals; and motivation received from teachers and parents also influence the academic performance of a student.

- b) External factors refer to academic curriculum, teaching-learning process, study resources, school and home environment, activities of peer group and encouragement of teachers and parents which also influence the academic performance of the students.

2. REVIEW OF RELATED LITERATURE:

William H. Sewell and Vimal P. Shah (1968) conducted a study on “Social Class, Parental Encouragement, and Educational Aspirations” and found that parental encouragement is a powerful intervening variable between socioeconomic class background and intelligence of the child and his educational aspirations.

Rajput (1989) studied the educational aspiration and academic achievement of secondary school students through stratified random sampling technique and found that the academic achievement of students was influenced in proportion to their parental encouragement. There was no effect of socio-economic status on the academic achievement of the students, but academic achievement of urban students was influenced by the socio economic status of family; academic achievement was also influenced by their family environment.

Jayaswal & et al. (2003) examined the role of parental support and academic achievement of tribal school students by taking a sample of 300 students through multistage sampling technique and found that parents of high achievers had higher aspiration for their children’s educational success and high prestigious occupation with attractive financial return, but the parents of low achievers were not strongly ambitious of children’s upward mobility.

J.M. Moula (2010) conducted a study on the relationship between academic achievement motivation and home environment among standard eight pupils. The objective of this study was to investigate the relationship between academic achievement motivation and home environment amongst standard eight pupils. The results of the study indicated that a significant ($p < 0.05$) relationship was found between the pupils’ scores in academic achievement motivation and six of the home environmental factors, that is, the fathers’ occupation ($r = 0.22$), mothers’ occupation ($r = 0.26$), fathers’ education ($r = 0.15$), mothers’ education ($r = 0.14$), family size ($r = 0.26$) and learning facilities at home ($r = 0.23$). Therefore, a favorable home environment is likely to enhance the child’s motivation to achieve academic success which in turn will contribute to good performance in school.

Hafiz Muhammad & et.al (2013) conducted a study on parental involvement and academic achievement. Data were collected from a total sample of 150 children (both boys and girls) studying in public and private secondary schools situated in Allabama Iqbal Town, Lahore City. Their objectives were to see the extent of parental involvement in academic activities of their children; to see the extent of academic achievement of children. The results indicated that parental involvement has significant effect in better academic performance of their children. The present research has proved that parental involvement enhanced the academic achievement of their children.

Muhammad Shahzad & et.al (2015) conducted a study on impacts of parental support on academic performance among secondary school students in Islamabad. As a sample 60 respondents was limited to different schools of Islamabad. Results of the present research highlighted that there is a significant association among parental support and student’s academic progress. Students showed higher academic performance whose parents were more supportive and involved in academic activities as compared to those whose parents were less supportive.

3. SIGNIFICANCE OF THE STUDY

In India most of the families belong to lower middle-class socio-economic background. Most of the parent has to work; so there is no one to help or encourage the children in their studies. At present parents’ lives have become too hectic that they are not able to look after their children properly. Taking into consideration the local socio-economic scenario in Purulia, most of the families belong to the working class and most of the students have to render support in their household chorus.

Now a days, generally middle, upper-middle and upper class (based on socio-economic status) families prefer private schools over public school for their children's education, whereas lower-middle class families and peoples from below poverty level (socio-economic status) are bound to admit their children in public schools. But, by no means this concludes that, children studying in private schools will be high academic achiever and those who are from public schools cannot achieve up to the mark. To educate a child, infrastructure, facilities, teachers, teaching aids of school is important. But, which is more important, is a supportive home environment for learning. As it is mentioned earlier that parental encouragement and support plays a pivotal role in schooling of a child and one of the most powerful factors in a child's education. Hence, it provokes the present researchers to investigate and study whether parental encouragement and academic achievement of their children go hand in hand, so that necessary steps could be taken to improve the academic performance of the students of the district Purulia in particular and the country as well a whole.

4. OBJECTIVES

Keeping in mind the above facts the present study has been designed with the following objectives-

- 1) To study the status of academic achievement of secondary level students in public and private schools.
- 2) To study the parental encouragement of secondary level students in public and private schools.
- 3) To find out the relationship between parental encouragement and academic achievement of secondary level students in public and private schools.

5. DELIMITATIONS

- a) This study is conducted on public and private schools of Purulia.
- b) The study is delimited to the 10th grade students of Purulia.

6. VARIABLES

- c) **Independent Variable:** Parental encouragement in their children's academic activities.
- d) **Dependent variable:** Academic achievement of the children.

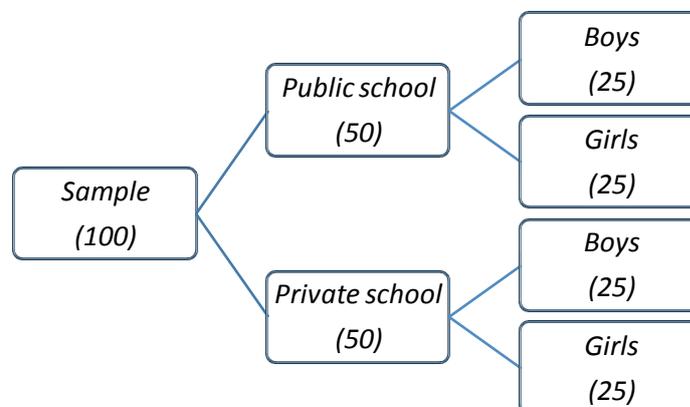
7. METHODOLOGY

7.1 Method: Simple survey method has been used to carry out the present research work.

7.2 Population: All the tenth standard students of Purulia sub-division of Purulia district.

7.3 Sample:

Data has been collected by simple random sampling technique from a total sample of 100 children (boys and girls) studying in the selected four public and private secondary schools situated in Purulia district. Sampling techniques have been given below-



7.4 Tools:

Agarwal Parental Encouragement Scale by Dr. (Mrs.) Kusum Agarwal (1984). There are 80 statements in the scale after finalization. Two indices of reliability of the scale were found out. Firstly, its reliability was determined by K. R. Method (0.79), secondly, two test-retest reliabilities were determined after an interval of three months (0.82), and the other after an interval of six months (0.80). For determining validity of the APES, it was given to 100 parents and 100 students belonging to those parents respectively. Their separate responses were correlated and when correlation was found high (0.73), it was assumed that the scale measures what it designs to measure. In order to establish internal validity, the responses of each item were correlated with the total responses which have shown satisfactory correlation (0.64).

Scoring:

The scale can be scored accurately by hand. The responses of the subjects were assigned numerical values, ranging from 1 to 5, depending upon the degree of perceived parental encouragement. Table no-1 gives the details of the weightage.

TABLE-1: Scoring the Scale Items

ways	AI	Most Often	Frequently	Sometime	Never
	5	4	3	2	1

Thus, the total weighted score of APES ranges from 80 to 400. The total weighted score, if high, reveals greater amount of parental encouragement, whereas lower scores indicate the lower degree of parental encouragement.

8. DATA ANALYSIS AND INTERPRETATION

Analysis and interpretation of the data has been done as per the objectives of the study.

Objective 1: To study the status of academic achievement of secondary level students in public and private schools.

Table No-1: Status of Academic Achievement of Secondary Level Students in Public school, N=50 (All Students)

Grade scale	grade	No. of students	% of students
90- 100	AA	4	8%
80- 89	A+	5	10%
60- 79	A	9	18%
45- 59	B+	27	54%
35- 44	B	2	4%
25- 34	C	3	6%
Below 25	D	-	-

The above table no-1 revealing that majority of the students i.e. 54% of them have secured B+, 18% of them A, 10% of them A+ and 8% of them have secured AA; which is outstanding performance. On the other hand, only 10% students secured the below second class mark in their last academic year of examination.

Table No-2: Status of Academic Achievement of Secondary Level Students in Public school, N=50 (Male & Female)

Grade scale	grade	No. of students		% of students	
		Male	Female	Male	Female

90- 100	A	A	3	1	12%	4%
80- 89	+	A	4	1	16%	4%
60- 79		A	6	3	24%	12%
45- 59	+	B	11	16	44%	64%
35- 44		B	0	2	0%	8%
25- 34		C	1	2	4%	8%
Below 25		D	-	-	-	-

The above table no-2 reveals that majority of male and female students i.e. 44% and 64% students have secured B+. 12% boys have secured AA but only 4% girls have secured AA grade. 16% boys have secured A+ grade but only 4% girls have secured the same. 24% male students have got A grade and 12% female students have got A grade. No boys are in grade B whereas 8% girls are in grade B. C grade has been secured by the boys and girls 4% and 8% respectively in their last academic year of examination.

Table No-3: Status of Academic Achievement of Secondary Level Students in Private school, N=50 (All Students)

Marks Range	Grade	Grade Point	No. of Students	% of students in each grade
91- 100	A1	10	3	6%
81- 90	A2	9	11	22%
71- 80	B1	8	12	24%
61- 70	B2	7	12	24%
51- 60	C1	6	6	12%
41- 50	C2	5	5	10%
33- 40	D	4	1	2%
21- 32	E1	C	-	-
00- 20	E2	C	-	-

The above table no-3 reveal that majority of the students i.e. 24% of them have secured B1 and B2, 22% of them A2, 12% of them C1, 10% of them have secured C2, 6% of them have secured A1; which is outstanding performance and only 2% of them have secured D. On the other hand, only 10% students secured the below second class mark in their last academic year of examination.

TableNo-4: Status of Academic Achievement of Secondary Level Students in Private school, N=50 (Male & Female)

Marks Range	Grade	Grade Point	No. of Students		% of Students in Each Grade	
			Male	Female	Male	Female
91-100	A1	10		1	8%	4%
81-90	A2	9		5	24%	20%
71-80	B1	8		6	24%	24%
61-70	B2	7		6	24%	24%
51-60	C1	6		5	4%	20%
41-50	C2	5		2	12%	8%
33-40	D	4		0	4%	0%
21-32	E1	C		-	-	-
00-20	E2	C		-	-	-

Major percentage of boys and girls i.e. 24% has secured B1 and B2. 8% male students are in grade A1, where only 4% female students have secured this grade. A2 grade has been secured by boys and girls 24% and 20% respectively. Only 4% boys are in C1 but 20% girls have secured the same grade. C2 grade has been secured by boys and girls 12% and 8% respectively. 4% boys are in grade D but there is no girl in this grade. No one is in E1 and E2.

Objective 2 Parental Encouragement Level of Private & Public School Students:

Table No- 5. All Students of Public Schools: N=50

Level of parental encouragement	No. of students	% of students
Higher Level	30	60%
Lower Level	20	40%

It is revealed from the above table no-5 60% students from public school are having higher level parental encouragement and 40% students having lower level parental encouragement.

Table No- 6 All Students of Private School: N=50

Level of parental encouragement	No. of students	% of students
Higher Level	26	52%
Lower Level	24	48%

Table no- 6 revealed that 26 students from private funded school out of 50 are in high parental encouragement level which is 52%; on the other hand, 24 out of 50 are in low parental encouragement level, which is 48%.

Table No-7 Comparison between Public and Private School Students Regarding Their Parental Encouragement Level**Mean Value of Parental Encouragement Score: 80.25**

Below Mean				Above Mean			
Public School		Private School		Public School		Private School	
No. of students	% of students						
M = 21		M = 7		M = 13		M = 18	
F = 12	66%	F = 10	34%	F = 4	34%	F = 15	6%
Total = 33		Total = 17		Total = 17		Total = 33	

NB: M: Male student; F: Female student.

Table no-7 reveal that, in case of Public schools 34% students' academic achievement scores are above mean, whereas 66% students' academic achievement score are below the mean. On the other hand, 66% private school students' academic achievement scores are above mean and 34% students' academic achievement score are below the mean. Therefore academic achievement level of public and private school students are drastically opposite to each other.

Objective 3: Relationship between parental encouragement and academic achievement of secondary level students in public and private schools.

Table No- 8 Correlation between parental Encouragement and academic achievement of Public & Private schools

Total number of students	Mean value of parental encouragement score	Mean value of academic achievement score	Correlation coefficient (r)
N= 50 (Public)	313.6	61.09	0.05
N= 50 (Private)	342.6	66.31	0.14

Above table no-8 revealed that Mean value of parental encouragement score of public school is 313.6 and mean value of academic achievement score of these students are 61.09. By using rank difference method coefficient correlation (r) between parental encouragement and academic achievement of public school students is found 0.05 is negligible correlation. Whereas, Mean value of parental encouragement score of private school is 342.6 and mean value of academic achievement score of these students are 66.3; private school students revealed slightly better responses i.e. $r = 0.14$. Coefficient of correlation of both schools implies that parental encouragement does not impact on academic achievement of the both public and private school students.

9. FINDINGS OF THE STUDY

- 1) Majority of the students in public school i.e. 54% of them have secured B+, 18% of them A, 10% of them A+ and 8% of them have secured AA; which is outstanding performance.
- 2) Majority of the students of Private schools i.e. 24% of them have secured B1 and B2, 22% of them A2, 12% of them C1, 10% of them have secured C2, 6% of them have secured A1; which is outstanding performance and only 2% of them have secured D.
- 3) Boys are better than the girl's students in both public private schools so far their academic performance in their previous year classes is concerned.

- 4) 60% students from public school and 52% of Private schools are having higher level parental encouragement; whereas, 40% students of Public and 48% of Private school students having lower level parental encouragement.
- 5) Academic achievement level of public and private school students are drastically opposite to each other.
- 6) Despite having good level of parental encouragement, coefficient of correlation between parental encouragement and academic achievement in both the schools are found very low. Coefficient of correlation of both schools implies that parental encouragement does not impact on academic achievement of the both public and private school students.

10. CONCLUSION

It is observed from the study that a good number of researches have been carried out on the issues of parental encouragement and academic achievement of various levels of education in our country and abroad and found to have positive correlation between these two aspects. But the present research evokes a contrary result so far the correlation is concerned. Some of the cases it has been observed that in spite of healthy parental support the academic achievements of the student's performances are not up to the mark, which need more studies to prove. However, it is suggestive from the researchers' sides that more researches need to be conducted by taking large number of sample on these issues to finally give a comprehensive generalization.

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