

STUDY OF PARENTAL ENCOURAGEMENT IN RELATION TO ACADEMIC ACHIEVEMENT OF UNIVERSITY STUDENTS

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Abstract

The present study was an attempt to compare, difference and relationship between the parental encouragement and academic achievement of urban and rural students. The data was collected from 80 students which consisting 40 was urban and 40 was rural students. Results revealed that urban and rural students are different from each other with respect to their academic achievement. Overall results showed that students of rural are better than the students of urban on the basis of academic achievement. It is interpreted from the present study that if Parents encourage the child, then academic achievement is also better.

Keywords: Parental Encouragement, Academic Achievement.

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1. Introduction

The world is becoming more competitive and quality of performance is the key factor for personal progress, parenting is the family enrollment process that consist of parent's attitudes, values. Many factors affect the development of academic achievement parental encouragement are crucial to the way children feel about themselves. However, if parents encourage a child's move toward self-confidence.

Parental Encouragement is the most pivotal factor in contributing the life of present generation. This is because the norms of society are learned by the child, first in the family and then at school. In encouragement, the parents help the child, guide him and coax him so that he may not feel disheartened at a particular point of difficulty. "**Bogensneider (1999)**" viewed that: "parental encouragement was a force on achievement." Parental encouragement as a term in education has been very explicitly defined by **ROSSI (1965)** in these words: "when father and mother approve or appreciate any activity related to education or revoke any huddle felt by the student in the process, or guide him the right and wrong this entire spectrum activity comes in the preview of parental encouragement."

Parental Encouragement

Parental encouragement may be different from culture to culture and society to society. Parental encouragement may have different types, which might have differential influence on academic performance of their children. Parental expectations have a greater impact on students educational outcomes. Parental encouragement may include activities like helping children in reading, encouraging them to do their home work independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects. Both parental encouragement and children's academic performance have been operationalized and measured in numerous ways. Parental encouragement has been defined as participation in school meeting and events, communication between school and home, support between parent – teacher. Organization and school activities, supervision and help with home work, reading or other educational activities at home and planning for the academic performance has been measured, standardized through test grades and teacher reports.

“Period of adolescent is one of the most crucial and critical as well. It is during this time that teens struggle with their own identity. They are progressing into a period of maturation and development that is scary and uncertain. They need guidance and strong support features that come from their parents **Garnder (2000).**”

Factors Responsible for Parental Encouragement

There are many factors which effect the parental encouragement.

- **Home-environment Factors**

Attitude is one of the general climates of man’s nature. Human nature is very complex. Family plays an important role in educational and vocational progress of the children. The parental attitude in the early stage of life plays a very significant role in the permanent process of individual’s behaviour. It has been observed by social scientist that a spacious and well furnished home definitely provides a better environment as compared to a small and dirty home.

- **Economical Factors**

Parents of different economic groups have different ideas regarding schooling of their children. In home where there is everything that a child craves for there is a danger that the child may develop into an unsocial and selfish individual. Neither extreme wealth nor extreme poverty would seem to provide ideal situations for growing children.

2. Justification of the Study

Parental encouragement has a important role in students life when parents are motivate to the child, freely to achieve the goals the present study aims at the findings to the difference between parental encouragement and academic achievement of urban and rural students. It would be to a great interest to them to check-up their encouragement process and to help them in their academic achievement.

3. Objectives of the Study

Following are the objectives of study:

- To study and compare the difference between parental encouragement of urban and rural students of university.

- To study and compare the difference between academic achievement of urban and rural students of university.
- To study relationship between parental encouragement & academic achievement of urban students of university.
- To study relationship between parental encouragement & academic achievement of rural students of university.

4. Hypothesis

To fulfill the objectives of the study, following hypothesis will be formulated:

- There is no significance difference between the parental encouragement of urban and rural students of university.
- There is no significance difference between the academic achievement of urban and rural students of university.
- There is no relationship between parental encouragement and academic achievement of urban university students.
- There is no relationship between the parental encouragement and academic achievement of rural university students.

5. Methodology

Sample

A sample of 80 students to university students was drawn from two area of urban and rural university students.

Tool Used

In this research, “Parental Encouragement scale by Dr. R.R. Sharma (1988)” has been used.

Analysis/Interpretation

The data was based on a sample of 80 students. The mean and S.D. was computed and then t-test was applied to test the hypothesis.

Hypothesis no. 1

There is no significance difference between the Parental Encouragement of urban & rural students.

Table 1**Mean, S.D. & 't' value of parental encouragement of urban & rural area University students.**

Variable	N	M	S.D.	Df	't' value	Level of significance at 0.05 & 0.01
Parental encouragement of urban students of university	40	60.17	8.03	39	5.032	Significant
Parental encouragement of rural students of university	40	65.45	11.39			

.05=1.99

.01 = 2.64

Interpretation:

From finding table 1 shows that, The Mean, S.D. of Parental encouragement of urban & rural students is 60.17, 65.45, 8.03, 11.39 respectively. The calculated 't' value is 5.032 which is more than standard table value at 0.05 level of significance, therefore the hypothesis that there is no significance difference between the parental encouragement of urban and rural student was rejected.

Hypothesis no. 2

There is no significance difference between the academic achievement of urban & rural students of university.

Table 2**Mean, S.D. & 't' value of academic achievement of urban & rural area University students.**

Variable	N	M	S.D.	Df	't' value	Level of significance at 0.05 & 0.01
Academic achievement of urban students of university	40	64.37	9.06	39	5.031	Significant
Academic achievement of rural students of university	40	70.35	11.41			

.05=1.99

.01 = 2.64

Interpretation:

The findings of the table 2 shows that, The Mean, S.D. of Academic achievement of urban & rural students of University is 64.37, 70.35, 9.06, 11.41 respectively. The calculated 't' value is 5.031 which is more than standard table value at 0.05 level of significance, therefore hypothesis that there is no significance difference between the academic achievement of urban and rural students of university was rejected.

Hypothesis No.3

There is positive relationship between Parental encouragement and Academic Achievement of urban students of university.

Table 3

Mean value & Co-efficient of Correlation of Parental Encouragement & Academic Achievement of Urban area University Students.

Variables	N	Mean	Df	Coefficient of correlation	Level of significance at 0.01& 0.05
Parental encouragement of urban students of university	40	60.17	39	0.822	Significant
Academic achievement of Urban students of university	40	64.37			

Interpretation

From table 3, shows that the Mean values of parental encouragement & academic achievement of students is 60.17, 64.37 respectively. The coefficient of correlation was calculated by product moment method of correlation, which was found to be 0.822, which was lower then the table value at 0.05 level therefore the hypothesis that, there is positive relationship between parental encouragement and academic achievement of urban students of university is accepted.

Hypothesis No.4

There is positive relationship between the Parental Encouragement & Academic Achievement of Rural students of University.

Table 4

Mean value & coefficient of correlation of Parental Encouragement & Academic Achievement of Rural area University Students.

Variables	N	Mean	Df	Coefficient of correlation	Level of significant 0.05 & 0.01
Parental encouragement of rural students of university	40	65.45	39	0.822	Significant
Academic achievement of rural students of university	40	70.35			

Interpretation

Table 4 depicts that, The Mean values of parental encouragement & academic achievement of students is 65.45, 70.35 respectively. The coefficient of correlation was found to be 0.822 hence, the hypothesis that there is positive relationship between the parental encouragement and academic achievement of rural students of university is accepted.

Interpretation:

The findings of the table 4 shows that, The Mean, S.D. of Academic achievement of urban & rural students of University is 64.37, 70.35, 9.06, 11.41 respectively. The calculated 't' value is 5.031 which is more than standard table value at 0.05 level of significance, therefore hypothesis that there is no significance difference between the academic achievement of urban and rural students of university was rejected.

6. Educational Implications

In this research, the major findings states that there exists positive relation between Parental encouragement of urban & rural students of university with Academic achievement of urban & rural students of university. Parents have a great role in students life. It is the duty of parents and teachers to provide support for development and help the child to understand the divergent thoughts and to communicate his ideas freely. It is known that good parent care is most likely to

increase the child career and academic achievement. In the present study, parents play a significant role to maximize the academic achievement in the other hand, there are many factors to effect the academic achievement but this is most important.

7. Conclusions and Education Implication

- Urban and rural students are different from each other on the basis of parental encouragement.
- Urban and rural students are different from each other on the basis of academic achievement.

As the parents of rural students are more involvement and more conscious about the behaviour of their children. On the other hand, urban parents are busy in their work schedule much, so they don't spend time with the child rural parents are motivate child's education and listen to their problems and helps the child to achieving the goals. There are so much reasons behind the better academic achievement of rural students.

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