



Full Length Research Article

A STUDY ON RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND PARENTAL ENCOURAGEMENT OF HIGH SCHOOL STUDENTS

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ABSTRACT

The aim of the study is to find out the relationship between academic achievement and parental encouragement of high school students with reference to Gender and Locality of the student. In the present study normative survey method was employed and to assess the academic achievement of the high school students (X standard students), the board examination total marks (2015) is taken into account and for the assessment of parental encouragement the tool was constructed and standardized by the investigator. For the purpose of the study a sample of 400 high school students were selected through stratified random sampling technique. The data were collected and Mean, Standard deviation, t-test were used to analyze the data. The results found that the level of academic achievement and parental encouragement of high school students is average level. There is a significant relationship between the academic achievement and parental encouragement of high school students.

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INTRODUCTION

Achievement is a vital factor for every organism living in this world. The sense of achievement brings Joy, happiness, successful feeling and enthusiasm to everyone which stands as a influencing factor for further actions and efforts. Every human longs and tries to reach the achievement in all their endeavors. As rightly said by Albert Camus "Every achievement is servitude. It compels us to a higher achievement". So achievement is an indispensable factor in everyone's life. Academic achievement has become an important index of Child's future in this highly competitive world and a most important indicator of learning and understanding in all system of education. As in view of Trow (1960), academic achievement as the attained degree (or) ability of competence in school tasks usually measured by standardized tests and expressed in terms of marks (or) grades based on norms. Parents play a crucial role in moulding every bit of character in their children. All parents are greatly interested in the welfare of their children. The well-being of the children is a universal desire.

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Every parent wants their wards to achieve, to a great extent and be heard as a great scholar of time. Encouragement received from parents is an incomparable motivating factor for a child where he/she would engage with more enthusiasm and fighting spirit. This factor-parental encouragement will not only push forward psychologically a child but remains as a great impact throughout the life of child forever. Children strive for parental encouragement and approval in every activity they involve. Tulloh (2015) suggests that what it covers to the successful coaching of young people (or) a child, encouragement and support is the key. Loving parents play vital role in the development of their parents who will succeed in college, carrier and life endeavours. During the high school years, the students begin to find their way in life; they discover their interests, aptitudes, goals and dreams. When parents take a true interest in the discovery process, the bond between parents and children can be greatly strengthened. High level of parental encouragement, measured by knowledge of their children's activities in school and frequent visit to the school, have positive effects on the children's academic achievement (Kao, 1995). Further Sui-Chu and Williams (1996) in their study reveals that parental encouragement should be emphasized with parents action at home, such as communications with their off springs and supervision on their activities. Also parental encouragement generally termed as parental involvement has to present in

every aspect of the child (i.e.) in which activities of them. Academic achievement, the vital factor for children for pursuing higher education (or) for carrier development is greatly influenced by encouragement of their parents. Parents, the first teacher at home, induce interest to learn, inspire them and energizes the children when they are fed up (or) if they are tired of a long study hours. Also the parents remains a strength gaining factor if they stand behind (Literally and virtually) their children when they face initial failures.

Objective of the study

The following are the objectives formulated for the present study:

- To find out the level of academic achievement of high school students.
- To find out the level of parental encouragement of high school students
- To find out whether there is any significant difference in the academic achievement scores of high school students with regard to sub-samples Gender and Locality of the student.
- To find out whether there is any significant difference in the parental encouragement scores of high school students with regard to sub-samples Gender and Locality of the student.
- To find out whether there is any significant relationship between the academic achievement and parental encouragement of high school students.

Hypotheses of the study

The following were the hypotheses framed from the formulated objectives:

- The level of academic achievement of high school students is low.
- The level of parental encouragement of high school students is low.
- There is no significant difference in the academic achievement scores of high school students with regard to sub-samples Gender and Locality of the student.
- There is no significant difference in the parental encouragement scores of high school students with regard to sub-samples Gender and Locality of the student.
- There is no significant relationship between the academic achievement and parental encouragement of high school students.

Methodology, sample and tools used for the study

The normative survey method has been adopted in this study. The stratified random sampling technique has been used in the selection was used to collect the data from a sample of 400 high school students in Tiruvallur district in Tamilnadu State. To assess the academic achievement of the high school students (X standard students), the board examination total marks (2015) is taken into account by the investigator and for the assessment of parental encouragement the tool was constructed and standardized by the investigator.

Scoring Procedure

In order to assess the academic achievement the entire sample is divided into three groups namely, high academic achievement, average-academic achievement and low-academic achievement groups, the investigator assumed normality of distribution of academic achievement scores and followed the procedure of using sigma (σ) distance. The subjects whose academic achievement falls between M-1 to M+1 are classified as with average-academic achievement. Those subjects whose academic achievement falls below M-1 were regarded as low-academic achievement while subjects whose scores were above M+1 were classified as high-academic achievement which is given in the Table 1. For the purpose assessment of the level of parental encouragement, the scale constructed and standardized by the Investigator which consist of 80 items and the percentile norms is computed and given in the following table

Analysis and interpretation data

The following statistical techniques have been used in the present study

- Descriptive Analysis
- Differential Analysis
- Correlation Analysis

The analysis and interpretation are given the following tables

Hypothesis 1

The level of academic achievement of high school students is low.

The mean and standard deviation for academic achievement score of entire sample are 382.49 and 59.79 respectively, which indicates that the mean score lies between than the average value (223-441).

Table 1. shows the norms of Academic Achievement Level of High School Students

Variable	S. No	Method	Mean	S.D	Score	Group
Academic Achievement	1.	Mean + SD	382.49+59.79		442 and above	High Level
	2.	In between Scores	382.49+59.79		223 to 441	Average
	3.	Mean - SD			222 and below	Low level

Table 2. shows the Percentile Norms for the Parental Encouragement Scale

Percentiles	N	Score Range	Interpretation
Below P ₂₅	26	271 & below	Low
P ₂₅ -P ₇₅	47	272-339	Average
Above P ₇₅	27	340 and above	High

Table 3. Showing the Mean and Standard Deviation scores of academic achievement of high school students

Variable	Number	Mean	Standard Deviation
Academic achievement	400	382.49	59.79

Hence the hypothesis is rejected and it is concluded that the academic achievement of high school students of entire sample is average.

Hypothesis 2

The level of parental encouragement of high school students is low.

Table 4. showing the Mean and Standard Deviation scores of Parental Encouragement of high school students

Variable	Number	Mean	Standard Deviation
Parental Encouragement	400	306.93	33.54

The mean and standard deviation for parental encouragement score of entire sample are 306.93 and 33.54 respectively, which indicates that the mean score lies between than the average value (272-339). Hence the hypothesis is rejected and it is concluded that the parental encouragement of high school students is average.

Hypothesis 3

There is no significant difference between the academic achievement scores of high school students with regard to gender and locality of students.

Table 5. showing the Mean and Standard Deviation scores of academic achievement of high school students with regard to gender and locality of the students

Variable	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Gender	Male	200	368.18	64.23	4.29	Significant
	Female	200	394.26	56.94		
Locality of the Students	Urban	45	430.36	34.89	8.99	Significant
	Rural	355	374.99	61.94		

Table 6. showing the Mean and Standard Deviation Scores of parental encouragement of high school students with regard to the Sub-Samples

Variable	Sub-Samples	N	M	SD	't' value	Level of Significance at 0.05 level
Parental Encouragement	Male	200	295.29	32.79	6.91	Significant
	Female	200	317.60	31.79		
	Urban	45	299.78	37.23	1.28	Not Significant
	Rural	355	307.29	33.68		

Table. 7 showing the correlation values between academic achievement and parental encouragement

Variables	N	'r' value	Level of significance at 0.05 level
Academic achievement and Parental encouragement	400	0.140	Significant

In order to find out whether there is any significant difference between male and female high school students, urban and rural high school students in respect of their academic achievement, 't' value is calculated. The 't' ratio found to be 4.29 and 8.99 at 0.05 level respectively and it is represented in table 2. The 't' values are higher than the table value. Hence the stated

hypotheses are rejected. It is inferred that there is significant difference between male and female high school students, between urban and rural high school students in respect of their academic achievement.

Hypothesis 4

There is no significant difference in the parental encouragement of highschool students with regard to the sub-samples Gender and Locality of the Student

In order to find out whether there is any significant difference between male and female high school students in respect of their parental encouragement, 't' value is calculated. The 't' ratio found to be 6.91 at 0.05 level and it is represented in Table 7. The 't' value is higher than the table value. Hence the stated hypothesis is rejected. It is inferred that there is significant difference between male and female high school students in respect of their parental encouragement. In order to find out whether there is any significant difference between urban and rural high school students in respect of their parental encouragement, 't' value is calculated. The 't' ratio found to be 1.28 at 0.05 level and it is represented in Table 7. The 't' value is lesser than the table value. Hence the stated hypothesis is accepted. It is inferred that there is no significant difference between urban and rural high school students in respect of their parental encouragement.

Hypothesis-5

There is no significant relationship between the academic achievement and parental encouragement of high school students. Table 7 shows, the co-efficient of correlation between academic achievement and parental encouragement of

high school students is found to be $N=400$, $r=0.140$ at 0.01 level which indicates that there is a significant correlation between academic achievement and parental encouragement scores. Therefore null hypothesis is rejected and it is concluded that there is a significant relationship between academic achievement and parental encouragement of high school students.

Findings of the study

- The academic achievement of high school students of entire sample is average.
- The parental encouragement of high school students of entire sample is average.
- There is significant difference between male and female high school students, between urban and rural high school students in respect of their academic achievement.
- There is significant difference between male and female high school students in respect of their parental encouragement.
- There is no significant difference between urban and rural high school students in respect of their parental encouragement.
- There is a significant relationship between academic achievement and parental encouragement of high school students.

Conclusion

Thus the study reveals that the academic achievement and parental encouragement is average and there exist a significant relationship between academic achievement and parental encouragement.

So to enhance the relationship to a better form the Parents, the first teacher at home, must induce interest to learn, inspires and energizes the children when they are fed up (or) if they are tired of a long study hours. Also the parents should remain as a strength gaining factor if they stand behind (Literally and Virtually) their children when they face initial failure.

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