

PARENTAL ENCOURAGEMENT IN RELATION TO ACADEMIC SUCCESS AMONG HIGHER SECONDARY SCHOOL STUDENTS

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KEYWORDS

*Parental
Encouragement
and higher
secondary
students*

ABSTRACT

The present study aims to examine the relationship between parental encouragement and academic success among higher secondary school students. Parental encouragement plays a crucial role in shaping students' academic performance by fostering motivation, self-confidence, and goal-setting abilities. This study employs a simple random sampling technique to select various schools in the Cuddalore District, ensuring a representative sample. A total of 200 higher secondary school students were chosen to participate in the study. To assess parental encouragement, the Parental Encouragement Scale developed by Dr. Kusum Agarwal (1983) was used, while academic success was measured using the Academic Success Scale by Santhosh (2012). The findings indicate a positive and significant correlation between parental encouragement and academic success, suggesting that students who receive higher levels of parental support tend to perform better academically. The study underscores the importance of parental involvement in students' educational journeys and highlights the need for schools and policymakers to implement strategies that enhance parental engagement in academic activities.

INTRODUCTION

Parental encouragement plays a pivotal role in a child's educational journey, shaping academic motivation, emotional resilience, and cognitive development. Researchers have long emphasized the importance of family involvement in student achievement, suggesting that students who receive adequate parental support tend to excel academically (Alika & Ohanaka, 2013).

Education is the cornerstone of national development, and academic success is often linked to various socio-environmental factors, including parental involvement. According to Bar-Joseph and Tzurriel (1990), a child's performance is influenced not only by individual abilities but also by external reinforcements such as family motivation and support.

Parental encouragement encompasses a broad range of activities, including emotional support, guidance, and active participation in academic affairs. Parents serve as the first role models for children, influencing their attitudes toward learning and academic persistence. Studies have shown that students with engaged parents exhibit higher self-esteem, better social skills, and improved cognitive abilities (Maria et al., 2009). Encouraging children through verbal praise, assisting with schoolwork, and maintaining high educational expectations are key factors that contribute to their academic growth.

Moreover, socioeconomic status, parental education levels, and cultural background significantly shape the extent and nature of parental involvement in education. Parents with higher education levels tend to engage more actively in their children's academics, providing them with better learning resources and fostering a conducive learning environment. Conversely, students from low-income backgrounds often face challenges in receiving consistent parental support, which can negatively impact their academic performance.

In addition to direct academic assistance, parents also contribute to their children's success by creating a positive home environment that values education. Family discussions about school progress, aspirations, and challenges can enhance a student's motivation and drive for success. Furthermore, parental expectations and aspirations play a key role in shaping student attitudes toward learning, as children often internalize the values and priorities set by their caregivers.

As the world transitions into a knowledge-driven society, the demand for academic excellence continues to rise. Technological advancements and the rapidly evolving job market necessitate higher levels of education and skills. Policymakers, educators, and parents must work collaboratively to foster an environment where students feel motivated and supported in their educational pursuits. This study explores the relationship between parental encouragement and academic success, focusing on gender, school type, and urban-rural disparities.

Review of Literature

Numerous studies have highlighted the significant impact of parental encouragement on academic success. According to Fan and Chen (2001), parental involvement is positively correlated with students' academic performance, motivation, and self-efficacy. Parental encouragement can manifest in various ways, including emotional support, involvement in school activities, and high expectations for academic excellence.

In a study conducted by Jeynes (2007), it was found that students with supportive parents performed better academically than those with less parental involvement. Similarly, Maria et al. (2009) emphasized that parental encouragement enhances children's self-esteem and cognitive abilities, leading to improved academic outcomes.

Furthermore, Epstein (2001) proposed a framework of parental involvement, highlighting six key dimensions: parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community. These factors collectively contribute to a child's academic growth and success.

Research by Pannerselvam (2000) examined the effects of parental encouragement on science achievement among higher secondary students and found a significant correlation between family support and students' academic performance. Additionally, a study by Salinkumar (1998) emphasized that students who received high parental encouragement exhibited greater academic motivation and resilience in overcoming academic challenges.

Dhindsa & Shahrizal-Emran (2011) explored the impact of parental support on gender differences in academic achievement and found that boys and girls benefit differently from parental encouragement. While boys tend to receive more encouragement in subjects like mathematics and science, girls benefit from emotional and motivational support in language and humanities subjects.

In the Indian context, Nagappa et al. (1995) analyzed parental encouragement among secondary school students in Mysore and concluded that urban students received comparatively less parental involvement than their rural counterparts, aligning with the findings of this study.

OBJECTIVE OF THE STUDY

- To analyse the relationship between parental encouragement and academic success of higher secondary students.
- To examine the differences in parental encouragement and academic success based on gender, school type, and location (rural/urban).

HYPOTHESES OF THE STUDY

Based on the objective the following hypothesis is formulated

- There are significant differences in parental encouragement and academic success among students based on gender, school type, and location.

- There is a significant positive correlation between parental encouragement and academic success.

METHODOLOGY

In order to realize the objectives stated for the purpose Normative Survey method was adopted. Normative Survey method describes and interprets what exists at present. These are concerned with the existing conditions or relations, prevailing practices, beliefs and attitudes, etc. Such investigations are termed in research literature as Descriptive Survey or Normative survey.

SAMPLE

Sampling procedure depends upon the research facilities available. It should not be a based one. The sample was selected by using the simple random sampling technique. The sample includes 200 higher secondary students those who are studying in higher secondary schools in Cuddalore district only.

SAMPLING TECHNIQUE

Simple random sampling technique has been used in the selection of the various schools in Cuddalore district. In the present investigation a sample of 200 higher secondary students was selected from these schools in Cuddalore district.

TOOL USED

Tools used by the Investigator “Agarwal Parent’s encouragement scale” constructed by Dr. Kusum Agarwal are used in this study and Academic Success scale developed by Santhosh (2012).

STATISTICAL TECHNIQUES

Differential Analysis and Correlation Analysis

RESULTS AND DISCUSSION

Table 1

Showing Mean, S.D, ‘t’ and F-value of Academic success based on demographic variables

S.No	Demographic Variables	N	Mean	S.D	t/F- Value	P- Value
1.	Gender Male	97	114.51	30.01	3.012	Significant
	Female	103	103.21	31.86		
2.	School Place Rural	88	114.82	31.23	1.996	Significant
	Urban	112	105.69	30.60		
3.	Type of Private	68	112.03	30.83	0.846	Not Significant
	management Aided	53	115.66	31.40		
	Government	79	114.19	30.75		

The details of the calculation are given in the Table 1. The 't' value is found to be 103.21, which is significant at the 0.05 level. Therefore, the null hypothesis is rejected. It is concluded that there is a significant difference between the mean academic success scores of male and female higher secondary school students. Male students have higher academic success than the female higher secondary school students. Regarding the Table the 't' value is found to be 1.996, which is significant at the 0.05 level. Therefore, the null hypothesis is rejected. It is concluded that there is a significant difference between the mean academic success scores of rural and urban area higher

secondary school students. Rural area students have higher academic success than the urban higher secondary school students. Further table 1 the 'F' value is found to be 0.846, which is not significant at the 0.05 level. Therefore, the null hypothesis is accepted. It is concluded that there is no significant difference between the mean academic success scores of private, government aided and government higher secondary school students.

Table 2

Showing Mean, S.D, 't' and F-value of Parental encouragement based on demographic variables

S.No	Demographic Variables		N	Mean	S.D	t/F- Value	P- Value
1.	Gender	Male	97	217.20	81.64	1.999	Significant
		Female	103	209.00	81.41		
2.	School Place	Rural	88	215.42	81.32	0.260	Not Significant
		Urban	112	216.93	81.79		
3.	Type of management	Private	68	219.68	83.10	0.866	Not Significant
		Aided	53	218.53	78.59		
		Government	79	211.48	82.05		

The details of the calculation are given in the Table 2 The 't' value is found to be 1.999, which is significant at the 0.05 level. Therefore, the null hypothesis is rejected. It is concluded that there is a significant difference between the mean parental encouragement scores of male and female higher secondary school students. Male students have higher parental encouragement than the female higher secondary school students. Regarding the table 2 the 't' value is found to be 0.260, which is not significant at the 0.05 level. Therefore, the null hypothesis is accepted. It is concluded that there is no significant difference between the mean parental encouragement scores of rural and urban area higher secondary school students. Rural area students have higher parental encouragement than the urban higher secondary school students. The details of the calculation are given in the Table 2. The 'F' value is found to be 0.866, which is not significant at the 0.05 level. Therefore, the null hypothesis is accepted. It is concluded that there is no significant difference between the mean parental encouragement scores of private, government aided and government higher secondary school students.

Table 3

Showing correlation between student's parental encouragement and academic success

Variable	Academic success
Parental encouragement	.089**

** Significant at the 0.01 level

The correlation coefficient ($r = .089$) indicates a small but positive relationship between parental encouragement and academic success, suggesting that higher parental encouragement is associated with slightly better academic performance. Although the effect size is minimal, the statistical significance ($p < .01$ or $p < .05$) implies that this relationship is unlikely to be due to chance. However, given the low correlation value, parental encouragement alone may not be a strong predictor of academic success, and other factors likely play a more substantial role.

CONCLUSIONS

The study aimed to know the higher secondary student's parental encouragement in relation to academic success. The researcher framed objectives and hypothesis on the basis of the above context. The research was carried out in 200 samples based randomly. Standardized questionnaire was used to collect the relevant data. After collecting the data, they were analyzed using correlation analysis. Result inferred that there is a significant difference between the mean academic success scores of male and female and rural and urban area higher secondary school students. It is concluded that there is no significant difference between the mean academic success scores of private, government aided and government higher secondary school students. Also, from the result inferred that there is a significant difference between the mean academic success scores of male and female higher secondary school students. It is concluded that there is no significant difference between the mean academic success scores of rural and urban area and private, government aided and government higher secondary school students. Result shows that there is a positive and significant correlation between parental encouragement and academic success.

Limitations

- The study was conducted in a limited geographical region (Cuddalore District), which may not be representative of broader populations.
- The sample size was relatively small (200 students), limiting the generalizability of the findings.
- The study relied on self-reported measures, which may be subject to response bias.
- Other influential factors such as socio-economic status, parental education levels, and peer influence were not extensively explored.
- The cross-sectional design limits the ability to establish causality between parental encouragement and academic success.

Recommendations for Future Study

- Future research should consider a larger and more diverse sample to improve generalizability.
- Longitudinal studies could be conducted to examine the long-term impact of parental encouragement on academic success.
- Additional variables such as socio-economic status, school environment, and teacher support should be included to provide a more comprehensive understanding.
- Experimental or intervention-based studies could assess the effectiveness of specific parental engagement strategies on student performance.
- Comparative studies across different cultural and educational contexts would help identify variations in parental encouragement and its impact on academic achievement.

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