

A Study on the Relationship between Parental Encouragement, Academic Motivation and Academic Achievement of IX Class Students in Secondary Schools of Prakasam District

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Abstract

The present study has been designed to study the Relationship between Parental Encouragement, Academic Motivation and Academic Achievement of IX Class Students in Secondary Schools of Prakasam District. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 200 standard IX students (Telugu and English medium) in Secondary Schools of Prakasam district. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the IX students to find out the opinions of students on Parental Encouragement, Academic Motivation and Academic Achievement of IX Class Students in Secondary Schools of Prakasam District. The data were analyzed using various statistical methods like mean, SD, 't' test and Pearson's product moment co-efficient were the statistical techniques used. The results were found that, there is a Positive and significant relationship between Parental Encouragement, Academic Motivation and Academic Achievement of IX Class Students in Secondary Schools of Prakasam district. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

Keywords: Parental Encouragement, Academic Motivation and Academic Achievement.

Introduction:

Parents always want the best for their child and always want their child to live a better life than they did. Parents provide as many resources as they can, but this can also be negative to the child's education in sometime. Parental encouragement is the inspiration or extra-boosting given by the parents to the children for their active involvement in academic life. Parental encouragement plays an important role in the formation of life of children. It also enables them to face the future challenges of life. It involves a number of things like deep understanding of developmental process and learning of temperaments, intelligent, personality patterns, inter personal action and socialization etc. Not all learning happens in school; some takes place at home. To ensure those students are encouraged or motivated to learn at home, educators must involve parents.

The students have an advantage in school when their parents encourage and support their school activities. Parents of high achievers found to more trusting, rewarding, loving and showed more tolerance towards their children than parents of low achievers. Encouragement will always have a positive effect. Successful parents frequently use words of encouragement and supportive actions to show their children how to make improvements. They show their love and cheer their children on to perform at their best. Even when that performance falls short, they offer encouragement and support. And try to learn how to do better next time. Parental encouragement is the degree to which the child perceives his parents as encouraging (Sewel and Shah, 1968). In encouragement, the parents help the child guide him and coax him so that he may not feel disheartened at a particular point difficulty.

High levels of parental encouragement, related to parental involvement, measured by knowledge of the child's activities in school and frequent contact with the school, have positive effects on children's academic achievements. The primary role of high school parents is to consistently offer loving, encouragement support and guidance. Loving parents play a significant role in the development of the young adults who will join college career and life endeavours. (Kaur, Jasraj 2013). The most effective parents are usually active in their children school life. They belong to the PTA attend School, sport, activities and events, go to parent conference, help with homework, and teach their children through minor difficulties. Parental encouragement is a significant and important prophet of achievement motivation of higher secondary students (Rasul and Kalita, 2007).

Need and Importance of the Study

Hammer (2003) suggested that academic achievement depends not only upon what goes on once the student enters the class but also upon what happens before and after class. Home environment include parental encouragement that has been identified as important factor effecting students' academic achievement. Jeynes (2007) and Ghazi (2010) explored that parental encouragement is strongly related to improve academic achievement. Mitchell (1992) opined that students motivation for learning regarded as one of the most critical determinant, if not the premier determinant of the success and quality of any learning outcome. Sharma et.al (2006) stated that achievement motivation has been considered as being crucial to learning and could be considered as one of the most important psychological concept in education. Turner et al. (2004) stated that the motivation and academic success are closely related whereas Naderi et al. (2010) and Lounsbury et al. (2004) explored significant positive relationship between intelligence and academic achievement of students. Dubois et al. (1994), Hussain (2011) and Asthana (2011) found intelligent students are well adjusted and always good performer in educational field. Halawah (2006) opined elementary students begin their academic career with a desire to learn and with an intrinsic approach that switches to a more extrinsic orientation as student increase in age, hence results in lower grades in academic achievement during college. Denhue (1997) found increase in dropout rate and drastic decrease in scores obtained during college courses could be of concern of educators, policy makers and researchers. The research would be helpful in understanding the

relationship of parental encouragement, achievement motivation with school education. Through the results of the study students will be suggested to make full use of their abilities and potentials and to raise and maintain their achievement motivation, which directly influence their educational outcomes. Parents will be advised to promote students' achievement motivation by adopting parental encouragement strategies. Moreover, this would help the teachers, policy makers as well as future researchers as it would also indicate many other problems related to academic success of the students hence, it was thought worthwhile to undertake the problem for research titled: **“A Study on the Relationship between Parental Encouragement, Academic Motivation and Academic Achievement of IX Class Students in Secondary Schools of Prakasam District”**

Objective of the Study

1. To study the relationship between Parental Encouragement, Academic Motivation and Academic Achievement of IX Class Students in Secondary Schools of Prakasam District
2. To study the significant difference between the perception of Telugu and English medium students towards Parental Encouragement, Academic Motivation and Academic Achievement of IX Class Students in Secondary Schools of Prakasam District

Hypothesis of the present Study

1. There would be no significant correlation between Parental Encouragement, Academic Motivation and Academic Achievement of IX Class Students in Secondary Schools of Prakasam District.
2. There would be no significant difference between the perceptions of Telugu and English medium students towards Parental Encouragement of IX Class Students in Secondary Schools of Prakasam District.
3. There would be no significant difference between the perceptions of Telugu and English medium students towards Academic Motivation of IX Class Students in Secondary Schools of Prakasam District.
4. There would be no significant difference between the perceptions of Telugu and English medium students towards Academic Achievement of IX Class Students in Secondary Schools of Prakasam District.

Review of Related Literature:

Juvert N. Paler et al., (2019) reviewed on “Parenting Style and Task Performance of Students”. Parenting style refers to parental strategies on how they raise up their children. This study focuses on the effects of parenting styles to the task performance of students. This aims to examine the relationship between parenting styles and mode of learning of Senior High School Students in Jagobiao National High School. Results indicate that parenting styles is correlated with the educational achievement of students.

Dandagal, S.N. and Yarriswami, M.C. (2017). A Study of Family Climate in Relation to Academic Achievement of Secondary School Students. Family is a small unit of Society, scholastic system determining the performance of the child, child care and socialization. Child ability, skill, adjustment capacity, self esteem, safety, and behavioural activities are determining in Family climate. These aspects enhance their learning performance. Such intrinsic aspects influence on academic achievement. Researcher investigates problems of intrinsic object of child in family climate to determine the curriculum achievement and accommodation for problems. There is a very close relationship between the climate and Academic Achievement.

Sarita Y. Shukla¹, Angela K. Tombari¹, Michae D. Toland & Fred W. Danner (2015) studied on “Parental Support for Learning and High School Students’ Academic Motivation and Persistence in Mathematics”. This study tested whether student-perceived at-home parental support for learning is associated to students’ personal goal orientations and persistence in mathematics in the classroom. These findings indicate that at-home parental support for learning is significantly positively associated with students’ academic motivation and persistence for mathematics in the classroom, which, in the long run, may improve high school students’ mathematics achievement.

Design of the Study:

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

Research Tool:

The questionnaire was constructed and administered to find out the Parental Encouragement, Academic Motivation in relation to Academic Achievement of IX class Students in Secondary Schools of Prakasam district.

Sample:

According to the research, the survey will be conducted 200 students (Telugu and English medium) which are located in Prakasam district of Andhra Pradesh.

Statistical Techniques Used:

The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the correlation and 't'-test have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

Table 1: Correlation between parental encouragement, Academic Motivation and Academic Achievement of IX class students in Secondary Schools of Prakasam District.

Area	Academic Motivation	Academic Achievement
Parental Encouragement	0.34**	0.29**
	0.00	0.00
Academic Motivation		0.24*
	.	0.00

**Significant at 0.01 level

Table 1: revealed that there is a high significant correlation between Parental Encouragement, Academic Motivation and Academic Achievement of IX class students in Secondary Schools of Prakasam district. The calculated correlation (r-value) values are 0.34, 0.29 and 0.24 and the p-values are 0.00, 0.00 and 0.00 which are significant at 0.01 levels. Hence, the null- hypothesis is rejected.

Table 2: Significant difference between the perceptions of Telugu and English medium students towards Parental Encouragement of IX class Students in Secondary Schools of Prakasam District

Area	Medium	N	Mean	Std. Dev.	t-value	p-value
Parental Encouragement	Telugu	100	268.36	18.48	6.20**	0.00
	English	100	262.45	19.60		

**Significant at 0.01 level

Table 2: revealed that, the mean perceptual score of students based on their medium of Instruction towards Parental Encouragement of IX class students. The mean perceptual score for Telugu medium students was 268.36, where as it was for the English medium students was 262.45 and the SD values are 18.48 and 19.60 respectively. The t – value was found to be 6.20 and the p-value was 0.00 which was statistically significant at 0.01 level. Hence, the null hypothesis was rejected. This shows that there is significant difference between the perceptions of Telugu and English medium students and Telugu medium students perceived high towards Parental Encouragement of IX class students in Secondary schools of Prakasam district than that of English medium students.

Table 3: Significant difference between the perceptions of Telugu and English medium students towards Academic Motivation of IX class Students in Secondary Schools of Prakasam District

Area	Medium	N	Mean	Std. Dev.	t-value	p-value
Academic Motivation	Telugu	100	179.65	14.52	3.42**	0.00
	English	100	186.18	13.89		

**Significant at 0.01 level

Table 3: revealed that, the mean perceptual score of students based on their medium of Instruction towards Academic Motivation of IX class students. The mean perceptual score for Telugu medium students was 179.65, where as it was for the English medium students was 186.18 and the SD values are 14.52 and 13.89 respectively. The t – value was found to be 3.42 and the p-value was 0.00 which was statistically significant at 0.01 level. Hence, the null hypothesis was rejected. This shows that there is significant difference between the perceptions of Telugu and English medium students and Telugu medium students perceived high towards Academic Motivation of IX class students in Secondary schools of Prakasam district than that of English medium students.

Table 4: Significant difference between the achievement scores of Telugu and English medium students towards Academic Achievement of IX class Students in Secondary Schools of Prakasam District

Area	Medium	N	Mean	Std. Dev.	t-value	p-value
Academic Achievement	Telugu	100	385.62	10.43	2.92**	0.00
	English	100	390.25	9.85		

Table 4: revealed that, the mean achievement score of students based on their medium of Instruction towards Academic Achievement of IX class students. The mean achievement score for Telugu medium students was 385.62, whereas it was for the English medium students was 390.25 and the SD values are 10.43 and 9.85 respectively. The t – value was found to be 2.98 and the p-value was 0.00 which was statistically significant at 0.01 level. Hence, the null hypothesis was rejected. This shows that there is a significant difference between the achievement of Telugu and English medium students and English medium students achieved high score in their Academic Achievement of IX class students in Secondary schools of Prakasam district than that of Telugu medium students.

Findings and conclusions of the Study:

1. There is a high significant correlation between Parental Encouragement, Academic Motivation and Academic Achievement of IX class students in Secondary Schools of Prakasam district.
2. There is significant difference between the perceptions of Telugu and English medium students and Telugu medium students perceived high towards Parental Encouragement of IX class students in Secondary schools of Prakasam district than that of English medium students.

3. There is significant difference between the perceptions of Telugu and English medium students and Telugu medium students perceived high towards Academic Motivation of IX class students in Secondary schools of Prakasam district than that of English medium students.
4. There is a significant difference between the achievement of Telugu and English medium students and English medium students achieved high score in their Academic Achievement of IX class students in Secondary schools of Prakasam district than that of Telugu medium students.

Recommendations:

- ✓ Parents should pay more attention to parenting style applied by providing more support to increase Students' academic motivation.
- ✓ Parents should continually seek advice of professional counselors and evaluate themselves against guidelines given concerning desirable parenting. When they do this, they may be able to know if the parenting style they ascribe to is best for positive influence of their children's academic performance.
- ✓ Counsellors and teachers must be able to do their best to help the students to be better motivated for academic achievement.
- ✓ Counsellors must make use of all necessary psychological skills and theories to enhance efficiency and right attitude to academic among secondary school students.
- ✓ Teachers' should make their students develop appropriate achievement motivation. Teachers' are role model, there is need to train up these students with the right skills which will enhance their future development.

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