



IMPACT OF PARENTAL ENCOURAGEMENT ON THE ACADEMIC ACHIEVEMENT OF SECONDARY STUDENTS IN WEST BENGAL

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Abstract:

Parental Encouragement and Parental Negligence always give the impact on the Academic Achievement of the Secondary school students. The present study deals with the impact of Parental Encouragement on the Academic Achievement of the secondary students of West Bengal. Descriptive Survey Method was followed and the Researcher used stratified random sampling technique. The sample consists of 350 secondary school students from ten schools at Paschim Medinipur district. Parental Encouragement Scale developed by Kusum Agarwal (1999) and academic achievement constructed by the Researcher herself were used as the tool. Karl Pearson's product moment co-efficient of correlation was used as the statistical technique for analyzing the data. The result shows that there is significant relationship between parental encouragement and academic achievement of secondary school students.

Keywords: Parental Encouragement, Parental Involvement, Academic Achievement, Secondary School Students

I. INTRODUCTION:

Education is necessary for every one's life. Without it a person is treated like an animal and he has no place in the society. He is considered to be as the inferior one. But the point is that from which source the child will get the education and the first light that comes to our mind is our most respectful parents and teachers. 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.

Parents play a crucial role in supporting children as they navigate their educational journey. Every parent desires for their children to achieve extraordinary feats and establish a lasting reputation as some of the most unique persons

in history. The parental effect on a child's motivation is substantial, as they foster their children's active engagement with passion and a drive for achievement. The support and encouragement from parents are essential in accelerating a child's psychological growth and may have a profound and enduring impact on their overall welfare throughout their whole life. Parental actions can have a negative impact on a child's development and growth in most cases. In the present day, success is mostly determined by an individual's degree of performance. Typically, parents want for their children to excel academically to the best of their abilities. The whole educational system, including students, educators, institutions, and parents, under significant pressure to achieve outcomes that match or above expectations. The educational system seems to prioritize pupils' academic achievement, despite the expectation that it would provide other outcomes. Therefore, parents and institutions make significant investments in helping young individuals achieve excellence in their academic endeavors. The parents are always concerned about their child's future and readily seek guidance from counselors to enhance their child's development. Aspects of family functioning, including parent-child interactions, parent-parent relationships, and parental conduct with children, and children's view of their parents, seem to be connected to educational aspirations and results.

Academic achievement describes academic outcomes that indicate the extent to which a student has achieved their learning goals. Academic achievement may refer to completing educational benchmarks such as a bachelor's degree. Academic achievement is often measured through examinations or continuous assessments. It is the extent to which a student or institution has achieved either short or long term educational goals. Achievement may be measured through students' grade point average, whereas for institutions, achievement may be measured through graduation rates.

II. OBJECTIVES:

The researcher has framed the following objectives:

1. To find out the impact of parental encouragement on academic achievement of secondary students studying in government and private schools.
2. To measure the significant effect of parental encouragement on academic achievement of secondary grade boys' and girls' of government schools.
3. To study the significant effect of parental encouragement on academic achievement of secondary grade boys' and girls' of private schools.
4. To compare the impact of parental encouragement on academic achievement of secondary grade boys' of government and private schools.
5. To compare the impact of parental encouragement on academic achievement of secondary grade girls' of government and private schools.

III. HYPOTHESIS:

The Researcher has framed the below hypotheses based on the objectives:

- H0₁**. There is no significant relationship of parental encouragement on academic achievement of Secondary students studying in Government and Private Schools.
- H0₂**. There is no significant relationship of parental encouragement on academic achievement of Secondary grade Boys' and Girls' of Government Schools.
- H0₃**. There is no significant relationship of parental encouragement and academic achievement Of Secondary grade Boys' and Girls' of Private Schools.
- H0₄**. There is no significant relationship of parental encouragement and academic achievement

Of Secondary grade Boys' of Government and Private Schools.

H0₅. There is no significant relationship of parental encouragement and academic achievement Of Secondary grade Girls' of Government and Private Schools.

IV. METHODOLOGY:

The Researcher has adopted the survey method for the research to study the parental encouragement and academic achievement of secondary school students in Paschim Medinipur district. The investigator used stratified random sampling technique for selecting the sample from the population. The stratification was done on the basis of gender of the students. The sample consists of 350 secondary school students from ten Govt. and Private schools at Paschim Medinipur district.

The tools used for the present study were Parental Encouragement Scale developed by Kusum Agarwal (1999) and academic achievement constructed by investigator. In the present study, Karl Pearson's product moment co-efficient of correlation was used as the statistical technique for analyzing the data.

V. DATA ANALYSIS:

H0₁. There is no significant relationship of parental encouragement on academic achievement of Secondary students studying in Government and Private Schools.

Table – 5.1

Relationship between Parental Encouragement and Academic Achievement of Secondary Students of Govt. and Private Schools

Variables	Calculated 'r' value	Remarks
Parental Encouragement and Academic Achievement	0.336	Significant*

Significant at 0.05 level

From the Table – 5.1, it is known that there is significant relationship between Parental Encouragement and Academic Achievement of Secondary School Students, as the calculated 'r' value 0.336 are greater than the table value 0.098 at 5% level of significance. Hence the null hypothesis is rejected.

H0₂. There is no significant relationship of parental encouragement on academic achievement of Secondary grade Boys' and Girls' of Government Schools.

Table – 5.2

Relationship between Parental Encouragement and Academic Achievement of Secondary grade Boys' and Girls' of Government Schools

Variables	Calculated 'r' value	Remarks
Parental Encouragement and Academic Achievement of Boys' and Girls' of Government Schools	0.240	Significant*

Significant at 0.05 level

From the Table – 5.2, it is known that there is significant relationship between Parental Encouragement and Academic Achievement of Secondary grade Boys' and Girls' of Government Schools, as the calculated 'r' value 0.240 are greater than the table value 0.098 at 5% level of significance. Hence the null hypothesis is rejected.

H0₃. There is no significant relationship of parental encouragement and academic achievement Of Secondary grade Boys' and Girls' of Private Schools.

Table – 5.3

Relationship between Parental Encouragement and Academic Achievement of Secondary grade Boys' and Girls' of Private Schools

Variables	Calculated 'r' value	Remarks
Parental Encouragement and Academic Achievement of Boys' and Girls' of Private Schools	0.388	Significant*

Significant at 0.05 level

From the Table – 5.3, it is known that there is significant relationship between Parental Encouragement and Academic Achievement of Secondary grade Boys' and Girls' of Private Schools, as the calculated 'r' value 0.388 are greater than the table value 0.098 at 5% level of significance. Hence the null hypothesis is rejected.

H0₄. There is no significant relationship of parental encouragement and academic achievement Of Secondary grade Boys' of Government and Private Schools.

Table – 5.4

Relationship between Parental Encouragement and Academic Achievement of Secondary grade Boys' of Government and Private Schools

Variables	Calculated 'r' value	Remarks
Parental Encouragement and Academic Achievement of Boys' of Government and Private Schools	0.302	Significant*

Significant at 0.05 level

From the Table – 5.4, it is known that there is significant relationship between Parental Encouragement and Academic Achievement of Secondary grade Boys' of Government and Private Schools, as the calculated 'r' value 0.302 are greater than the table value 0.098 at 5% level of significance. Hence the null hypothesis is rejected.

H0₅. There is no significant relationship of parental encouragement and academic achievement Of Secondary grade Girls' of Government and Private Schools.

Table – 5.5

Relationship between Parental Encouragement and Academic Achievement of Secondary grade Girls' of Government and Private Schools

Variables	Calculated 'r' value	Remarks
Parental Encouragement and Academic Achievement of Girls' of Government and Private Schools	0.430	Significant*

Significant at 0.05 level

From the Table – 5.5, it is known that there is significant relationship between Parental Encouragement and Academic Achievement of Secondary grade Girls' of Government and Private Schools, as the calculated 'r' value 0.430 are greater than the table value 0.098 at 5% level of significance. Hence the null hypothesis is rejected.

VI. FINDINGS:

1. There is significant relationship between Parental Encouragement and Academic Achievement of Secondary School Students.
2. There is significant relationship between Parental Encouragement and Academic Achievement of Secondary grade Boys' and Girls' of Government Schools.
3. There is significant relationship between Parental Encouragement and Academic Achievement of Secondary grade Boys' and Girls' of Private Schools.

4. There is significant relationship between Parental Encouragement and Academic Achievement of Secondary grade Boys' of Government and Private Schools.
5. There is significant relationship between Parental Encouragement and Academic Achievement of Secondary grade Girls' of Government and Private Schools.

VII. CONCLUSION:

Even though there are some limitations in the present study, it is evident that there is significant relationship between parental encouragement and academic achievement of secondary school students. This finding confirms the findings of Agarwal (1998); Jeynes (2007); Sharma and Thahira (2011); Singh & Devgun (2012); Rafiq (2013); Sekar & Mani (2013); and Singh (2016). Parents should be made aware of how to give proper parental encouragement for the academic excellence of their wards. In order to increase the parental encouragement the schools may organize the Parent Teachers Association (PTA). It should take initiative in making parents aware of the psychological variables that influence the children's studies. Through the PTA, guidance and orientation. Programme can be organized for parents for creating good rapport with the teachers helps them to know their child's behavior, performance, interest, etc.

VIII. EDUCATIONAL IMPLICATIONS:

The present study has numerous educational implications few of them are:

- a) It helps the parents to know that the encouragement and motivations of parents has a very significant effect on the confidence of the students and it is noticed that students having self-confidence are performing very nicely in every field of life from academics to each ever field.
- b) It helps the teachers to guide the parents to encourage and guide their children so that he can improve the performance in academics as in non-academic areas.
- c) It helps to know the regions of the country where though people are rich and well but still their wards are not performing well in academic as well as other field of due to lack of confidence.
- d) This type of study will help the policy makers of education to aware the parents as well as well teachers to properly understand the problems of the student and build confidence in them to solve their problem so that the society, state and as whole the nation lead to prosperous future.

IX. SUGGESTIONS:

- Parents should attend to the needs and desires of the Child and if it is right they should try to fulfill it.
- Parents should not focus on what the Child could not do, but instead of encourage them and be positive about what so ever small he does.
- Parents should not be harsh in gibing and kind of instructions to them.
- Parents should come to school regularly to know the well beings of their children, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.
- Over-ambitious attitude of parents and t affect the academic achievement thus parents should not curb student's interest and potential.
- Teachers should recognize the unique quality of students and according to that proper encouragement should be given.
- Teachers should help the Students to increase their concentration & confidence encouraging them to do yoga, exercise, etc. by which concentration power also increases.

- Administration should organize seminars and workshops for the students and parents to know the area of interest of themselves how to work out for further growth in that field.

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