

A study of academic achievement of high school students in relation to their parental encouragement

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Abstract

In this paper, an attempt has been made to study of academic achievement of high school students in relation to their parental encouragement'. Keeping in view the nature of the present study the investigator used the parental encouragement scale given by "Dr. R. R. sharma". For the present study purposive sampling was done and 200 students were selected. After the analysis of data it was found that government and private high school students differ significantly in their academic achievement. Government and private high school students do not differ significantly in their parental encouragement. Boys and girls of high schools do not differ significantly in their parental encouragement and there does not exist any significant relationship between the academic achievement and parental encouragement of high school students.

Keywords: Parental encouragement, academic achievement and students.

Introduction

Today, the number of hardships faced by any student is greater than earlier times. This is because of the difficulties posed by the psychological factor which lead to stress among students, social factors like poor peer relationships, tension between parents at home and fear of school authorities, teachers, and higher expectations of parents, poor involvement and encouragement of parents. Besides this, cut-throat competition today has created more adversities. Today students are aware of the difficulties that come along. Education is the force that can direct students to handle adversities in a better way. Since education is the ideal medium to not only provide knowledge and nurture potential, but also to provide skills that are useful to future life, it must be used effectively to prepare students to face future challenges.

The present study focuses on the academic achievement of high school students in relation to their parental encouragement, and therefore, the researcher feels that the parents and students will be the forerunners who will benefit immensely from the study. In today's time, students face a number of problems and hurdles in their school with respect to their relationship with peers and teachers, their academic achievement, organizational process in school etc. The researcher believes that the present study will encourage the parents of high school students to introspect to find out whether they encourage their children effectively. Awareness among students will motivate them to do better in their academics and build resilience. The study will help the students to understand the locus of control of different problems namely self, the situation and accordingly understand how they can handle these situations through their emotional intelligence. The researcher feels that this study will motivate teachers and parents of high school students to provide better learning environment for their students and to their children. This is because the study will give them an insight into how their children do better in their academics. The performance of students affects their reputation. The researcher therefore feels that the parents will be convinced to improve their home climate and give additional inputs to their children to do better

in academics. Parents need to know about their child's performance and progress. They need to understand various challenges that their children face every day. They also need to be made aware of the efforts put in by the school, its management, and the governing bodies.

The researcher feels that the present study will help parents to realize the need to encourage students to gather more experience and help them appreciate the learning that the school and policy makers plan with respect various programmes, subjects etc. for example, parents often fail to understand the need for children to study new subjects related to their academics. The researcher feels that this study will convince parents about the need for the subjects as they help face adversities in the future. The researcher hopes to create a sense of appreciation for the efforts put in by the curriculum framers and policy makers. Thus, the researcher feels that the study in general will benefit many personnel involved in the field of education. In conclusion researcher hopes that this study will throw open a sea of ideas for research and development in enhancement of personality of students and participation of parents and encouragement for academic achievement and to prepare them for a better and brighter future.

Statement of the Problem

"A Study of Academic Achievement of High School Students In Relation To Their Parental Encouragement"

Objectives of the Study

In the present study, the investigator has formulated the following objectives for the purpose of investigation;

1. To compare the government and private high school students in their academic achievement.
2. To compare the government and private high school students in their parental encouragement.
3. To compare the boys and girls of government and private high schools in their parental encouragement.
4. To establish the relationship, if any, between the academic achievement and parental encouragement of high school students.

Hypotheses of the Study

The hypothesis is precisely defined as a tentative or working proposition suggested for the solution of a problem. The hypothesis is a powerful tool in the research process to achieve dependable knowledge. It helps the researcher to relate theory to observation and observation to theory. It may be considered as the mirror which provides the details about the procedure of research. As such, in the view of the earlier stated objectives the investigator study has formulated the following hypotheses;

Ho1 Government and private high school students do not differ significantly in their academic achievement.

Ho2 Government and private high school students do not differ significantly in their parental encouragement.

Ho3 Boys and girls of government and private high schools do not differ significantly in their parental encouragement.

Ho4 There does not exist any significant relationship between the academic achievement and parental encouragement of high school students.

Delimitations of the Study

It is one well established fact that every research study is having a definite scope or boundary within which all the activities are being carried out. As such the present study is having the following delimitations;

1. The study is confined to the only two variables i.e. Parental Encouragement and Academic Achievement.
2. The study is delimited to 200 students out of which 100 from the government schools and 100 from the private Schools.
3. The sample of the study is delimited to the high school students i.e. the students studying in 10th Class.
4. The present study was delimited to only government and private high schools affiliated to Board of School Education, Dharamshala.

Research Method

In order to accomplish the objectives of the present study, the descriptive survey method of research was used. Descriptive

survey method is designed to obtain precise information concerning the current status of phenomenon and wherever possible to draw valid general conclusion from the facts discovered.

Sample

In the present study, the investigator has selected the sample by adopting purposive sampling under non-probability sampling technique. The investigator has selected 200 (100 from government and 100 from private) 10th high school students of Distt. Solan, for the purpose of investigation which included both male and female students.

Tools Used

For the present study the researcher had to collect data about the parental encouragement and academic achievement of high school students. Thus, the researcher selected Parental Encouragement Scale developed by Dr. R. R. Sharma (1988). In order to assess the academic achievement scores no specific standardized tool has been used. To assess the academic achievement the marks of the last annual examination i.e. 9th class marks of the same students were collected. These marks are taken as the scores on academic achievement.

Statistical Techniques Used

As such, in the present investigation the investigator has used both the descriptive and inferential statistical techniques like Mean, Standard Deviation, Standard Error Deviation, 't'-test and Pearson's r. Further, the obtained result is to be interpreted as per the objective and hypotheses stated earlier.

Hypotheses testing

Ho1 Government and private high school students do not differ significantly in their academic achievement.

(a) Comparison of Academic Achievement among Government and Private High School Students

The obtained statistics pertaining to the comparison of academic achievement among government and private high school students has been illustrated in the following table:

Table A: Significance of Difference in the Academic Achievement of Government and Private High School Students

Group	N	Mean	SD	SE _D	df	't'	Remarks
Government	100	384.93	68.15	12.20	198	5.16	Significant at 0.01 Level
Private	100	448.21	101.73				

It is evident from the above table (a) that the mean values of the government and private high school students on 'academic achievement' are found to be 384.93 and 448.21 respectively. Further, when both the mean values were subjected to the testing of their significance of difference the 't' ratio was found to be 5.16. The table value of 't' with 198 degrees of freedom is reported to be 1.97 and 2.60 at 0.05 and 0.01 level of significance respectively. As the calculated value of 't' is found to be more than the table value of 't' at both the levels therefore,

the calculated 't' ratio is found to be significant. Hence, the hypothesis, "Government and private high school students do not differ significantly in their academic achievement." was rejected. In other words, it may be concluded that, government and private high school students differ significantly in their academic achievement. Such data for its better understanding have been presented in a diagrammatic form in figure number- (a)

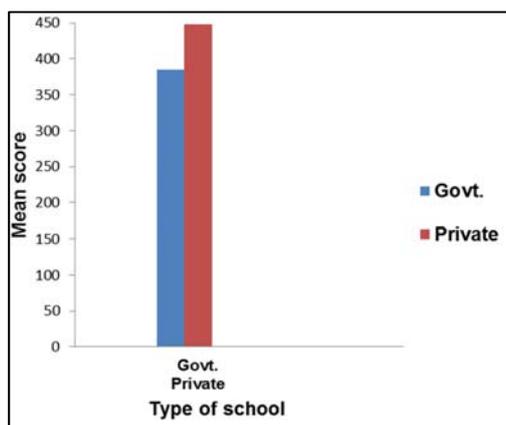


Fig A: Depicting Mean Scores of Government and Private High School Students on Academic Achievement

(b) Comparison of Parental Encouragement among Government and Private High School Students

encouragement among government and private high school students has been illustrated in the following table:

The obtained statistics pertaining to the comparison of parental

Table B: Significance of Difference in the Parental Encouragement of Government and Private High School Students

Group	N	Mean	SD	SE _D	df	't'	Remarks
Government	100	66.73	8.90	1.17	198	1.69	Not-Significant
Private	100	64.75	7.80				

It is evident from the above table (b) that the mean values of the government and private high school students on 'parental encouragement' are found to be 66.73 and 64.75 respectively. Further, when both the mean values were subjected to the testing of their significance of difference the 't' ratio was found to be 1.69. The table value of 't' with 198 degrees of freedom is reported to be 2.60 and 1.97 at 0.01 and 0.05 level of significance respectively. As the calculated value of 't' is found

to be less than the table value of 't' at both the levels therefore the calculated 't' ratio is found to be not-significant. Hence, the hypothesis, "Government and private high school students do not differ significantly in their parental encouragement" was accepted. In other words, it may be concluded that, government and private high school students do not differ significantly in their parental encouragement. Such data for its better understanding have been presented in a diagrammatic form in figure number- (b).

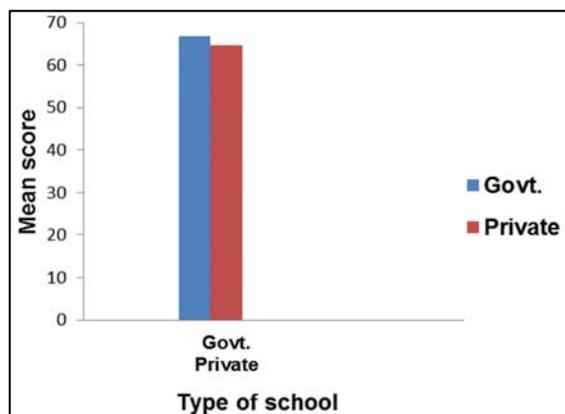


Fig B: Depicting Mean Scores of Government and Private High School Students on Parental Encouragement

(c) Comparison of male and female high school students on Parental Encouragement

encouragement among boys and girls of high schools has been illustrated in the following table:

The obtained statistics pertaining to the comparison of parental

Table C: Significance of Difference between Boys and girls of high school on their Parental Encouragement

Group	N	Mean	SD	SE _D	df	't'	Remarks
Boys	39	67.00	8.44	1.61	104	0.81	Not-Significant
Girls	67	65.68	7.34				

It is evident from the above table (c) that the mean values of the boys and girls of high school on parental encouragement are found to be 67.00 and 65.68 respectively. Further, when both the mean values were subjected to the testing of their significance of difference the 't' ratio was found to be 0.81. The table value of 't' with 104 degrees of freedom is reported to be 2.63 and 1.98 at 0.01 and 0.05 level of significance respectively. As the calculated value of 't' is found to be less than the table value of 't' at both the levels therefore, the calculated 't' ratio is found to be not-significant.

Hence, the hypothesis, "Boys and girls of high schools do not differ significantly in their parental encouragement" is accepted. In other words, it may be concluded that, government and private high school boys do not differ significantly in their parental encouragement. Such data for its better understanding have been presented in a diagrammatic form in figure number-©.

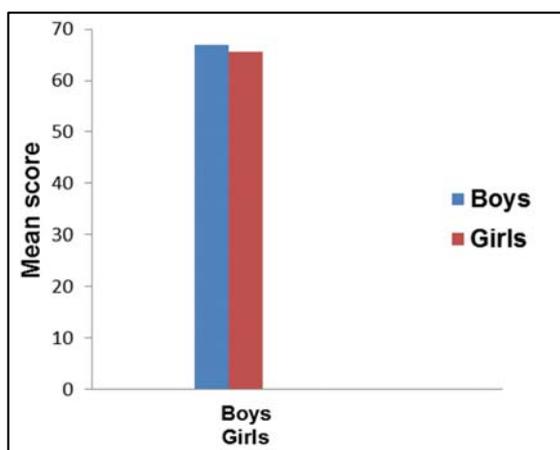


Fig C: Depicting Mean Scores of Government and Private High School Boys on their Parental Encouragement

(d) Relationship between Academic Achievement and Parental Encouragement of High School Students

As per the objective of the study to find out the relationship between academic achievement and parental encouragement of high school students, the obtained scores of both variables were subjected to the analysis of their coefficient of correlation. For this purpose, the investigator has applied Product Moment Coefficient of correlation to find out the relationship between academic achievement and parental encouragement of government and private high school students. As such the data is obtained, have been presented in table - (d)

Table D: Product Moment Coefficient of Correlation between Parental Encouragement and Academic Achievement of High School Students

Group	N	df	r
Parental Encouragement	200	198	0.006
Academic Achievement			

It is evident from the table (d) that the value of product moment coefficient of correlation between parental encouragement and academic achievement of high school students came out to be 0.006 which is not-significant. This indicates that two variables are not related significantly with each other. Hence, the hypothesis that "There does not exist any significant

relationship between the academic achievement and parental encouragement of high school students." is accepted.

Findings of the study

On the basis of statistical analysis and interpretation the investigator has arrived at the following findings;

1. Government and private high school students differ significantly in their academic achievement.
2. Government and private high school students do not differ significantly in their parental encouragement.
3. Boys and girls of high schools do not differ significantly in their parental encouragement.
4. There does not exist any significant relationship between the academic achievement and parental encouragement of high school students.

Educational Implications

The present study confirms the effect of parental encouragement on the academic achievement of high school students. Therefore the following suggestions are made to upgrade the level of academic achievement of high school students;

1. The children should be encouraged by their parents towards their studies so that they can have the higher degrees of academic achievement.
2. School teachers and the society members should make their contribution equally in improving the academic achievement of the students.
3. Proper home and class environment should be provided to the child for the good academic achievement.
4. As the child grows his needs and aims also changes so that the parents should encourage their children accordingly.
5. Effective method used by teachers in the classroom also enhances the academic development of the students.
6. The parents should be friendly in nature so that the children can share their school problems with them and they can find their solution.
7. Over-ambitious attitude of parents and teachers affect the academic achievement thus parents and teachers should not curb student's interest and potential.
8. Guidance services should be provided to parents as well as students related to their problems to enhance their academic achievement.

Conclusion

Every child is unique. Different children have different needs, interest and ability, that can be better known by their parents. At the high school level the students need more guidance for their further studies. So that the student's academic achievement is mostly affected by their parental encouragement. From the present study we conclude that it is not necessary, the parental encouragement always affect the student's academic achievement, there are teachers, peer groups and society members that can influence their academic performances.

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