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## IMPACT OF PARENTAL ENCOURAGEMENT ON ACADEMIC ACHIEVEMENT OF MIDDLE SCHOOL STUDENTS



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### ABSTRACT

The present research was conducted on middle school students to analyze the impact of Parental Encouragement on Academic achievement. For this purpose a sample of 600 (300 boys and 300 girls) middle school students was selected from the Jabalpur city, by using random sampling technique. Parental encouragement Scale constructed by Dr. R.R. Sharma and Self made-Academic achievement questionnaire was used to collect the data. Results revealed that there is significant impact of parental encouragement on academic achievement of boys and girls of high and low parental encouragement groups. It was concluded

that academic achievement of middle school students may be enhanced by parental encouragement.

**KEYWORDS :** *Parental Encouragement, Academic Achievement, Middle School.*

### INTRODUCTION

Academic achievement is now considered as a glittering crown for the students. Academic achievement is the proficiency that students get after developing better learning behaviour. School achievement may be affected by different factors like study habits, intelligence and attitudes of learners towards school, socio economic status and different aspects of their personality etc. In our society academic achievement is considered as a key principle to judge one's total capacities and potentialities. Hence academic achievement possesses a very imperative place in education as well as in the learning process. As Crow and Crow, 1969 defined Academic achievement as the extent to which a learner is profiting from instructions in the given area of learning i.e. achievement is reflected by the level to which skill and knowledge has been imparted to him. Academic achievement also indicates the knowledge attained and skill developed in the school subject, generally designated by test scores.

There are many factors which affect student's academic achievement, although these factors cannot be seen visually, but its impact can be felt in all spheres. One of the factors which influence the academic achievement of students is parental encouragement. Parents play a significant role in the development of the personality of the child. Parental encouragement is one of the aspects of parent

treatment patterns. In encouragement the parent help the child, guide him so that he may not feel dishearten at a particular point of difficulty. The entire treatment may be influenced by individual traits, but their content and direction are the same to give encouragement to the child. It may be in the form of parental approval or it may be in the form of asking the child to modify his behaviour. Increased parental participation in their child's education has many positive implications, including increased achievement levels (Epstein, 1994). Children who receive high acceptance, encouragement and less control perform better in all spheres of life and felt more competent than those children who perceived that their parents were more controlling and less accepting. Researchers have widely recognized that parents play a significant role in their children's education (e.g., Carter & Wojtkiewicz, 2000; Eccles, Jacobs, & Harold, 1990; Muller, 1998).

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987). Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives.

The purpose of this study is to determine whether or not (and to what extent) significant impact exists between Parental Encouragement and Academic Achievement of middle school students'. Parental encouragement works as a catalyst for improving the performance of students, because parents played a key role in promoting the success of their children in academic achievements.

#### OBJECTIVE:

1. To study the impact of parental encouragement on academic achievement of boys of middle school.
2. To study the impact of parental encouragement on academic achievement of girls of middle school.

#### HYPOTHESES

- There is no significant impact of parental encouragement on academic achievement of boys of middle school.
- There is no significant impact of parental encouragement on academic achievement of girls of middle school.

#### METHODOLOGY

The present study has been carried out on middle school students from urban areas of Jabalpur District. 600 middle school students (300 boys and 300) were selected as sample for study.

#### TOOLS USED:

The following tools were used for the collection of data in the present research work:-

1. Parental encouragement Scale by Dr. R. R. Sharma.
2. Academic Achievement Questionnaire – Self made.

#### PROCEDURE

After finalizing the tools and receiving the consent of the principals of the middle school, students of middle school were requested to fill the Parental- encouragement Scale and Academic Achievement Questionnaire without omitting any item. All the completed tests were used for data

analysis using statistical measurement such as mean, standard- deviation and t-test.

Result Analysis and Interpretation

Hypothesis No.1

Comparative Results of Academic Achievement of Boys of High and Low Parental Encouragement

Parental encouragement	N	M	S.D	C.R	P Value
High	138	50.66	15.36	5.55	< 0.01
Low	94	40.53	12.35		

Degree of freedom -230

Minimum value at 0.05 level -1.97

Minimum value at 0.01 level -2.60

From the result presented in the above table it is clear that there is statistically significant difference between the boys of high & low parental encouragement. The obtained value of critical ratio (5.55) is significant at 0.01 level of confidence. The mean of high parental encouragement group is high, which shows that there is significant impact of parental encouragement on academic achievement of boys.

Thus, the there is significant impact of parental encouragement on academic achievement of boys. The result revealed that, the high achieving students received the highest parental encouragement .However, average and low achieving students got less parental encouragement. Desforges C. and Abouchaar A.(2003) found that at home good parenting has a significant positive effects on Childs academic achievement . Children of involved parents made significantly greater academic gains than children of non involved parents, these findings supports the present result of research work.

Hypothesis No.2

Comparative Results of Academic Achievement of Girls of High and Low Parental Encouragement

Parental encouragement	N	M	S.D	C.R	P Value
High	135	49.05	15.34	3.86	< 0.01
Low	71	40.89	13.90		

Degree of freedom -204

Minimum value at 0.05 level -1.97

Minimum value at 0.01 level -2.60

From the result, it is clear that there is statistically significant difference between the girls of high & low parental encouragement. The obtained value of critical ratio (3.86) is significant at 0.01 level of confidence. The mean of high- parental encouragement group is high, which shows that there is significant impact of parental encouragement on academic achievement of girls.

### CONCLUSION:

The findings of the study have supported previous findings which have indicated a positive relationship between parental encouragement and academic achievement. The parental encouragement is one of the determinants of academic achievement motivation. An academically favorable home environment is likely to enhance the child's motivation to achieve academic success which in turn will contribute to good performance in school. Strong school-family-community partnership fosters educational aspirations and motivates the students. It is widely accepted that if students are to take full advantage of their potential from schooling they will need the full support of their parents. It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and the democratization of school governance. It is very essential for students to be stable and have all the positive dispositions because they are the ones who are going to shape the destiny and progress of the nation.

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