

Parental Encouragement towards the Academic Achievement of Students at Higher Secondary School Level

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ABSTRACT Study habits, attitudes of students toward the learning environment at school, the nature of the family environment, and parental encouragement are all factors that influence students' academic achievement at all levels. The study's goal is to look at the relation between parental encouragement and higher secondary school students' academic achievements. The appropriate data were gathered from 160 students from higher secondary school using the survey research technique and the parental encouragement scale. The study's main findings show that parental encouragement has a significant influence on the academic achievement of the students studied.

INTRODUCTION

Researchers have done a number of studies to determine the elements that influence student academic achievement. Aside from elements such as a student's intelligence, motivation, and attitudes, the school and family environment also have an impact on a student's academic performance during their academic career (Alomar 2006). Higher socioeconomic class, educational level of parent, and amount of their care to children were all linked to better academic achievement in teenage children (Masud et al. 2019). Hence, the parents should establish a comfortable and productive home environment in which their children can follow their academic interests because they are the people closest to them. Positive parents who understand their children's learning difficulties, feelings and wishes, and who set academic goals suitable for their children's abilities, play the role of a friend, a teacher, and positively motivate their children to learn. As a result, children are relieved of anxiety and encouraged to learn in order to achieve academic success (Nguyena et al. 2021).

Schools are absolutely critical in the realm of education. They build solid foundations for students to learn the necessary knowledge to live peacefully in their society. The appropriate operation of schools improves the learning process by providing pupils with a high-quality learning environment. A good learning process allows pupils to generate knowledge, establish positive learning attitudes, and build necessary life skills. Students

perform better academically in a nice school learning environment than in a less attractive learning setting (Baafi 2020). Infrastructure facilities, instructional methodologies, student motivation, class assignments, homework assignments, tests, examinations, and student-teacher relationships are all part of the school-learning environment. Bishara (2017) pointed out in his research study that there was a positive connection between the school characteristics in the areas of teachers' efforts among students, completeness of curriculums, and the improvement in students' achievements in learning.

The success of any school is determined by student accomplishment levels as well as the dedication and attitudes of instructors and school administrators. The importance of teachers in a learning environment is critical for students' academic development. Teachers' efforts to inspire pupils in the classroom improve students' learning outcomes (Maccoby and Martin 1983; Srivastava 1995; Radhika 2018; Harinarayanan and Pazhanivelu 2019). Another important factor facilitating the students' learning is their family environment. The academic achievements of students are closely associated with their family environment. Through their research, Praveen and Shafeeq (2019) found that the influence of family environment on students' learning was low, but it was significant. As a result, parents must pay close attention to their children's academic growth by creating a happy home atmosphere and spending quality time with them. Aside from socioeconomic

circumstances, elements such as family members, parental education, and their encouragement of children all have an important influence in improving pupils' academic achievement in school. Students who grow up in a supportive family setting have access to appropriate educational resources and can expect to excel academically (Kumar and Lal 2014). The family environmental factors are significantly related to the academic achievements of school students (Lawrence and Barathi 2016). In particular, the educational support and encouragement from the parents to students help achieve the best in academic study (Tella and Tella 2003; Chowdhury 2020). There is connectivity between parental involvement, guidance, and counselling and the improvement of student learning (Bishara 2017). Therefore the family-related factors in general support students a lot to gain their knowledge better and enabling them to enjoy learning experiences in the school environment.

Education is a fundamental right for every kid in India, according to Article 21-A of the Constitutional Act of 2002. A country's strength is determined by its parents, teachers, and well-adjusted young. Through sufficient assistance from both, teachers and parents, as well as a conducive learning atmosphere, the education should bring out the children's intrinsic abilities. It is reasonable to assume that students pursuing studies at the post-secondary level are still in their youth and exhibit slightly odd mental tendencies. It is a critical time for children to experience hormonal changes, and it is critical to channel their enthusiasm and interest in learning positively during this time. Parents and other family members have greater chances to engage with youngsters and influence them to develop positive personalities and attitudes. Children take up on and create emotions from their parents and other family members, especially in the early stages of life. It suggests that children's conduct is influenced and moulded by interactions with family members at home, and that this influence will continue in the school setting.

Students in higher secondary school participate in more academic activities. Their parents want them to pass the higher secondary school stage with great academic accomplishment and results. Students can become exhausted and anxious as a result of their parents' expectations and the frenetic cognitive load in school subjects. In that situation, a parent should express their love, offer sup-

port to their children in their daily stress, and refuse to perceive their children's flaws. Many research studies have shown that parental involvement in academic activities improves students' learning outcomes. Srivastava (1995) remarked that students' perception of the parent-child relationship affected their academic achievement. Several other studies also reflect that the parental behaviour and family environment dominate the students' learning outcomes. With this background, the researchers undertook this research with the following objectives.

Objectives

1. Analyse the students' academic achievement at the higher secondary level.
2. Examine the effect of school management, gender and locality on academic achievements of students.
3. Investigate the extent of parental encouragement to their wards.
4. Know the effect of school management, gender and locality on the perceptions of students on their parental encouragement for academic achievements.
5. Study if there is any significant association between the perceptions of students on parental encouragement and academic achievements.

MATERIAL AND METHODS

This methodology section presents the essential aspects of research processes, such as the research method used, sample selection, and instrumentation utilised. In this research, a survey method was employed to collect the needed data from the selected sample. Researchers chose a sample of 160 students studying in class XI from the science group from twenty higher secondary schools in Coimbatore and Dindigul districts of Tamil Nadu, India, using the simple random sampling procedure. Of them, 47.5 percent of the students were selected from government schools, and the remaining 52.5 percent were from private schools. Also, out of these 160 students, 45.6 percent were male, and the remaining 54.4 percent were female students. The selected sample includes 50.6 percent students who were rural-based and 49.4 percent who were urban-based.

Instruments and Procedures Used

The Parental Encouragement Scale (PES) was constructed by the researchers in Likert format following all the necessary standardisation procedures and utilised the same in this research to collect the required data from the selected sample. This Likert scale consists of 30 statements, and each of them is set against a four-point scale, including ratings of 'strongly agree', 'agree', 'disagree', and 'strongly disagree'. This scale was administered to the sample with proper instructions and sought their perception of parental encouragement to their study achievements through appropriate responses in each scale statement. Researchers gave a score of four to the response of 'strongly agree' to the positive comments, three for 'agree', and likewise a score of two and one to 'disagree' and 'strongly disagree', respectively. Similarly, researchers followed the reverse order of the scoring procedure for the negative statements. The maximum score for this perception scale is 120 (=30x4). Apart from this, the students' academic scores in quarterly examinations conducted last by the respective schools were collected through the concerned school teachers. Their total scores secured in different subjects were converted into 100. The filled data sheets were collected from the respective sample and were subjected to data analysis. Based on the study of the data, the results and interpretations are summarised as follows.

RESULTS

Researchers analysed the data collected from the students on the parental encouragement scale and students' achievement data received from the school teachers. The students were classified into

three categories, of low, moderate and high parental encouragement/academic achievement. If the students' perception scores on the parental encouragement scale were above one standard deviation from the mean score (Mean + SD), then the students were labelled as 'students with high parental encouragement'. Likewise, if the students' perception scores were below one standard deviation from the mean score (Mean - SD), then the students were labelled as 'students with low parental encouragement', and the middle ones were considered as 'students with moderate parental encouragement'. In similar ways, the students' were classified as students with high academic achievements, low academic achievements, and moderate academic achievements.

The perception scores of selected higher secondary school students on their parental encouragement and their academic achievement scores are analysed. The classifications of low, moderate and high on parental encouragement and academic achievement levels are described in Table 1.

The data results mentioned in Table 1 show that 15.0 percent of the higher secondary school students were with low parental encouragement, 66.25 percent of the students were with moderate parental encouragement, and 18.75 percent of the students were with high parental encouragement to their learning. The table data also indicates that 18.13 percent of students were with low academic achievement level, 63.12 percent of them were at a moderate level in academic achievement, and 18.75 percent of the students were with academic achievement at a high level.

The comparative analyses of students' mean scores on the parental encouragement scale and academic achievement based on different variables of students is carried out in the Table 1.

Table 1: Mean and Standard Deviation (SD) scores of sample in general

Variable	Score	Low	Moderate	High	In total
Parental Encouragement (PE)	N	24 (=15.00%)	106 (=66.25%)	30 (=18.75%)	160 (100.00%)
	M	69.75	79.87	88.53	79.98
	SD	3.55	3.63	1.61	6.37
Academic Achievement (AA)	N	29 (=18.13%)	101 (=63.12%)	30 (=18.75%)	160 (100.00%)
	M	48.79	60.72	75.17	61.27
	SD	3.13	4.81	3.90	9.17

Source: Research Data under GoI-PMMMNMTT, GRI Project, 2018-19

Table 2: Mean, Standard Deviation (SD) and 'r' values of sample-variable wise

Students	N	Parental Encouragement (PE)		Academic Achievement (AA)		Correlation Coefficient 'r'
		Mean	SD	Mean	SD	Between PE & AA
Government	76	77.95	6.63	60.22	7.71	0.23 (p=0.05)
Private	84	81.81	5.56	62.21	10.27	0.40 (p=0.00)
Male	73	79.03	6.01	58.56	7.91	0.14 (p=0.23)
Female	87	80.77	6.59	63.53	9.58	0.36 (p=0.00)
Rural	81	79.99	6.18	59.93	9.36	0.32 (p=0.00)
Urban	79	79.96	6.61	62.65	7.62	0.30 (p=0.00)
Total	160	79.98	6.37	61.27	9.17	0.33 (p=0.00)

The correlation coefficient results between parental encouragement and academic achievement are also found and highlighted in the same table.

Table 2 shows a comparison of academic encouragement of parent and mean achievement scores of higher secondary school students based on the variables such as school management, gender, and location.

When comparing the students' perception scores on parental encouragement scale, the table data reveals that the students of private schools had a better perception of their parental encouragement to learning than the students of government schools. Similarly, female students had a better perception of their parental encouragement than male students. However, there was little variation in how rural and urban higher secondary school students felt about their parents' encouragement.

Similarly, the analysis of student academic achievement scores reveals that students in private schools have higher academic achievement than students in government higher secondary schools. Female students also out performed male students in terms of academic achievement. But there was not much difference between the academic achievement levels of rural and urban-based school students.

To examine the relevant association between parental encouragement and student achievement, the correlation coefficients 'r' and 'p' values were obtained at 0.05 significant levels for the variables of nature of school management, gender, and students' locality. For the entire sample, the correlation coefficient 'r' (=0.33) and 'p' (=0.00) values demonstrated a significant relationship between higher secondary students' academic achievement and their parental encouragement.

Similarly, the 'r' and 'p' values for school management and student location suggest that there was a significant relationship between government and private higher secondary students' academic achievement and their parental encouragement. There was also a significant relationship between students from rural and urban locations. At 0.05 significant levels, gender-wise correlation analysis shows a significant relationship exists between academic achievement of female students but not for male students.

An attempt was made to verify a significant difference between parental encouragement and students' academic achievements concerning the variables of nature of school management, gender, and locality of the students at 0.05 significance levels through Table 3. In this context, the statistics 't' was used to compare the mean scores of students concerning the variables selected.

Table 3: Variable wise 't' values of sample

Students (N)	t-scores	
	Parental Encouragement (PE)	Academic Achievement (AA)
Government (76)	3.97 * (p=0.00)	1.39 (p=0.17)
Private (84)	1.75	3.52*
Male (65)	(p=0.09)	(p=0.00)
Female (95)	0.03	1.89
Rural (81)	(p=0.98)	(p=0.06)

*denotes the significant difference 0.05 level

When comparing parental encouragement among students in government and private schools, it is confirmed that there is a significant difference between them because the calculated 't' value (=3.97) is greater than the table 't' value at the

0.05 significant level. However, there are no significant differences in terms of gender or location. Simultaneously, the 't' results on achievement scores revealed a significant difference in achievement scores between male and female students at the higher secondary school level, but not in students' achievement scores in school management or locality.

DISCUSSION

The main findings of the investigation inferred that the majority of higher secondary school students have a moderate level of parental encouragements to their academic achievements, which confirms the research findings of Sudhakar and Nellaiyapen (2016) and Suvitha and Gera (2019). Similarly, there was a significant difference between government and private schools students' perception on their parental encouragement to their academic achievements, which coincides with the findings by Suvitha and Gera (2019).

The majority of pupils have a moderate level of academic achievement in higher secondary schools, according to the results of their academic achievement tests. There was also a significant difference in achievement levels of male and female students, according to the findings. This finding of the study corroborated Mwhia's (2020) conclusion that gender has a role in student academic achievement.

The correlation study's findings demonstrated a significant relationship between parental support and students' academic achievements in higher secondary school. Dev (2016), Bhat (2013), Sekar and Mani (2013), and Singh (2016) all corroborate this conclusion. In terms of school management, the study's finding demonstrated a significant relationship between academic achievement and parental encouragement, which is similar to Kishor's research findings (2014). Other correlation results revealed a significant relationship between parental students' academic achievement and encouragement despite gender and location. These findings are consistent with those of Akhter and Pandey (2018), as well as Lawrence and Barathi (2016).

CONCLUSION

The majority of students in higher secondary school received moderate parental support for their academic achievements. They also had a level of academic achievement in their school subjects that

was moderate. Private school students, according to student perceptions, received more parental encouragement than government school students. Similarly, female students outperformed male students in terms of academic achievement. In general, the findings revealed significant relationship between parental encouragement and students' academic success.

RECOMMENDATIONS

Higher secondary school education is critical for all students since it is a turning point in life that allows them to choose their future career path. Parents and teachers should take responsibility for helping these youngsters to a safe and seamless start in their academic careers. Despite the fact that family and school environments are the two elements impacting students' academic successes, parental support to students is a critical role in these students' academic success. As a result, parents should be aware of the need of promoting better education for their children's future. Teachers and parents should encourage children to complete their studies with a high level of academic accomplishment. Teachers must provide equal opportunity and encouragement in learning to all students, regardless of gender or socioeconomic condition.

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