



A STUDY OF EFFECT OF PARENTAL ENCOURAGEMENT ON ACADEMIC ACHIEVEMENT OF 9TH GRADE STUDENTS

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Abstract: The present study research report in “A Study of effect of Parental Encouragement of Academic Achievement of 9th grade students.” The researcher as selected two Government School and two Private School from the Bhilai Township. The total population of Government and Private Schools in all is 1106 i.e. 742 Private and 364 Government from which 120 samples are selected by simple random sampling using bi-sequential method. The researcher has taken 60 samples from Government Schools and 60 samples from Private Schools (Randomly selected) from these 15boys and 15girls from each school. The score obtained by 9th class students in parental encouragement scale developed by Dr. (Miss) Kusum Agrawal (1983) Reader in Education, H.N.B. Garhwal University, For knowing the effect of parental encouragement on academic achievement of 9th grade students Mean, SD, and “t” Value has been calculated.

Keywords: Parental Encouragement, Academic Achievement, Gender Male & Female

INTRODUCTION:

To be an educated in the real sense, one need not be a literary figure. A person who has no bookish knowledge but better exposure and experience by combating against the harsh realities of life, he is thought to be an educated person. While on the other hand, highly learned Scholars who do not maintain equilibrium and Physical stamina spoil the whole business of life. We too, learn from day-to-day observation, from the practical situations in our daily life.

As education is necessary for every one's life. Without it a person is treated like an animal and he have 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:

Parent is a father or mother one who gives birth to and nurtures and raises an off-spring. The different role of parents varies throughout the span of life especially complex in human.

FATHER:

Father is traditionally the male parent. Fathers may be categorized according to their biological, social or legal relationship with the child.

MOTHER:

Mother is the biological or social female parent of a child or off-spring. The maternal bond describes the feelings the mother has for her child or (for another child also).

TEACHER:

Teacher is the lighted lamp who shows the student the right path till they reach to their destinations. A teacher should have the knowledge of their related fields and they will be able to provide that knowledge to the students also. They should provide to the students related to every aspect of life. They help in the shaping and moulding the ideals, habits manners, tastes and ways of life and above all the character and personality of the child. For the students their teacher is like the text book so that they can study different kinds of things from different chapters. For eg: From one chapter they can study about their life history, another about their personality next their educational area etc. In this regard Gandhiji has also written a very flawless quotation.

FAMILY ENCOURAGEMENT:

In the family encouragement there is a great role of the parents to treat their child emotionally well and helps in their growth and development so that the child can easily achieve their goals in the academic fields.

If the education is the one side of the coin in the growth of the child then Parental encouragement is the other side, through which they get their achievements when the emotional support is also given at the regular interval. Encouragement is the quality like the quality of mother that from her mild touch only the diseased child becomes cure as soon as he can. The child may first fail to perform at the same level as the parents and hence become discouraged from further initiative attempts. Under such circumstances, it becomes important for the parents to encourage the child's persistent with statements such as "I know you didn't get it perfectly right, but that's natural the first time you try to do anything. The important thing is that you started doing it. If you keep trying you will keep getting better until you get it right."

A child who is encouraged by his or her Parents in the face of early failure to self-regulation is more likely to persist to the point of mastery than a child who is not encouraged to persist.

PARENTAL ENCOURAGEMENT:

Parental encouragement is a treatment which is given by the parents to their children, by which they increase the possibilities of good behavior in them through their proper guidance, nourishment and caring. In the encouragement Parents helps and gives support to their child, so that the child does not get disappointed in the difficult situation. This encouragement can be given in the form of child's nourishment or can be in the form of telling the child to change his behaviour. Parental encouragement should create the positive behaviour in the child.

Parental encouragement affects a lot to change the psychological behaviour of the child and at the same time it helps in improving the academic performance of the child. If the relationship of the Parents is good with their children and they create s the good jovial atmosphere regarding their interests, work, subjects and make mentally strong then these kinds of children would definitely achieve the higher success in their academic fields as well as in other fields also. If there is tension in the parent-child relationship or the child didn't get the good atmosphere at thehome, family then it directly hurts their emotions and it's a true fact that the emotionally weak child doesn't be able to do things properly which affects their studies.

A Definition enlisted below makes it more clear what does this terms Parental encouragement means;

ACADEMIC ACHIEVEMENT:

Academic Achievement refers to a student's success in meeting short or long term goals in education. It refers to a person story performance in a given academic area. A student who earns good grades or awards in Science. Educational institutions or school monitors the overall level of student academic achievement to teaching learning process in the class room.

STATEMENT OF THE PROBLEM:

A Study of effect of Parental Encouragement of Academic Achievement of 9th grade students

SIGNIFICANCE OF THE STUDY:

Parents play a very vital role in the life of a child. The encouragement of a parent to a child determines the future of such a child. Family is the first environment where child feels, observes and learn the emotional relationships. Parenthood contains the skills like struggling against the various dangers that children may face and guiding them in a good way. When school and families work together to support learning children tend to succeed not just in schools but throughout life. Parental encouragement is one of the aspects of parent treatment patterns. In recent years, to improve the academic achievement of their wards, the parents help and guide them so that the students may not feel disheartened at a particular point of difficulties arising in life. Parent's participation in school activities can enhance student's learning, behavior, confidence and also lowers down their workload.

Aspects of family functioning, such as parent-child relationships, relationships between parents, parents behavior with children and children's perception of parents, seems to be related to educational outcomes and expectations.

Thus, in encouragement, the parents helps the child, guide him/her so that he/she may not feel disheartened at the time of difficulty and provides the proper home environment for the psychological as well as the academic development of their children. The children who are encouraged by their parents towards studies and other activities are found to be show better performance in test scores, academic achievement, than those who are rejected by their parents.

OBJECTIVES OF THE STUDY:

The researchers have some objectives of the study, such as:-

1. To study the significant effect of parental encouragements on academic achievement of 9th grade students studying in government and private school.
2. To study the significant effect of parental encouragements on academic achievement of 9th grade boys' and girls' student studying in government school.
3. To study the significant effect of parental encouragements on academic achievement of 9th grade boys' and girls' student studying in private school.
4. To study the significant effect of parental encouragements on academic achievement of 9th grade boy's student studying in government and private school.
5. To study the significant effect of parental encouragements on academic achievement of 9th grade girl students studying in government and private school.

HYPOTHESIS:

The Present problem is based on different objectives and hypothesis which are as follows: -

- H₀₁.** There would be no significant effect of parental encouragement on academic achievement of 9th grade students studying in government and private school.
- H₀₂.** There would be no significant effect of parental encouragement on academic achievement of 9th grade boys and girls' student studying in government school.
- H₀₃.** There would be no significant effect of parental encouragement on academic achievement of 9th grade boys and girl's student studying in private school.
- H₀₄.** There would be no significant effect of parental encouragement on academic achievement of 9th grade boy's students studying in government and private school.
- H₀₅.** There would be no significant effect of parental encouragement on academic achievement of 9th grade girl's students studying in government and private school.

DELIMITATION OF THE STUDY:

In any study we perceive the limited conclusion because it is bounded to some extent. We do it in limitation because we can't go or receive each and every person's view in the whole world. So, it is must to limit a study so that there should be possibility to do something else good enough which is left earlier. On the contrary, studies like this have limited as well as many possibilities are there.

Thus, the present study is limited to the student (boys and girls) of 9th grade studying in various government and private high schools of the Bhilai township. In this study total 120 samples are taken from the given population i.e.9th grade students of government and private high school of Bhilai township.

Population

The researcher as selected two Government School and two Private School from the Bhilai Township. The total population of Government and Private Schools in all is 1106 i.e. 742 Private and 364 Government from which 120 samples are selected by simple random sampling using bi-sequential method.

Sampling:

The researcher has taken 60 samples from Government Schools and 60 samples from Private Schools (Randomly selected) from these 15boys and 15girls from each school.

Sample method:

Simple random sampling using by-sequential method.

ANALYSIS AND INTERPRETATION OF DATA:

In the present study the problem deals with Effect of Parental encouragement on Academic achievement of 9th grade students. There are two variables that is Parental encouragement and Academic achievement. Related to this Problem there are Five hypothesis which is formulated in the Chapter-2, the data collected from different Government and Private Schools of Bhilai township were tabulated and mean, S.D., and 't' are calculated with the help of them. Once the basis of this significance or insignificance of the null hypothesis are found.

In this study the result and discussion about the effect of Parental encouragement on Academic achievement of 9th grade student is given.

H₀₁ There would be no significant effect of parental encouragement on academic achievement of 9th grade students studying in government and private school.

Table No. - 1

Table shows the effect of parental encouragement on Academic Achievement of 9th grade students studying in Private and Government Schools

S. NO.	P.E. Groups	N	Academic achievement		't' value	Level of Significance
			Mean	S.D		
1.	High	60	524.25	28.50	19.64	SIGNIFICANT
2.	Low	60	334.68	69.16		
df = 118						P<0.01

From the above table shows 'Mean' of private school students and Government school students are 524.25 and 334.68 (yearly) with an observable difference and standard deviation are 28.50 and 69.16. The obtained 't' value is 19.64 which is more than table value. But the parental encouragement of private school students is high as compared to Government school students. Thus, it is significant at 0.01 level.

Reason: The students studying in private schools are getting more parental encouragement than government schools students and hence academic achievement of the students studying in private schools is morethan government schools' students. It may be due to the awareness and concern of parents of students studying in private schools. Also, the parents of students studying in private school are more qualified than parents of students studying in government.

H₀₂. There would be no significant effect of parental encouragement on academic achievement of 9th grade boys and girls' student studying in government school.

Table No. - 2

Table shows the effect of parental encouragement on Academic Achievement of 9th grade boys and girls students studying in Government Schools

SI. NO.	P.E.	N	Academic achievement		't' value	Level of Significance
			Mean	S. D.		
1 .	Low	30	276.17	32.90	12.46	SIGNIFICANT
2 .	High	30	393.20	39.57		
			df = 58		P < 0.01	

From the above table shows 'Mean' of Government school boys and girl students are 276.17 and 393.20 (yearly) with an observable difference and standard deviation are 32.90 and 39.57. The obtained 't' value is 12.46 which is more than table value. But the parental encouragement of Schoolgirl's students is high as compared to Government school boy's students. Thus, it is significant at 0.01 level.

Reason: The girl students studying in government schools are getting more parental encouragement than government schools boy students and hence academic achievement of the girls students studying in government schools are more than government schools boy students. It may be due to the government awareness programs and policies for the education of girl child. Also, the parents at lower strata of society who provide education to their child through government schools are now giving equal importance to the education of their boy and girl child.

H₀₃. There would be no significant effect of parental encouragement on academic achievement of 9th grade boys and girls student studying in private school.

Table No. - 3

Table shows the effect of parental encouragement on Academic Achievement of 9th grade boys and girls students studying in Private Schools.

SI. NO.	P.E.	N	Academic achievement		't' value	Level of Significance
			Mean	S. D.		
1.	low	30	503.70	23.86	8.07	SIGNIFICANT
2.	High	30	544..80	14.47		
			df = 58		P < 0.01	

From the above table shows 'Mean' of private school boys and girls students are 503.70 and 544.80 (yearly) with an observable difference and standard deviation are 23.86 and 14.47. The obtained 't' value is 8.07 which is more than table value. But the parental encouragement of girl's students studying in private school is high as compared to private school boy's students. Thus, it is significant at 0.01 level.

Reason: The girl students studying in private schools are getting more parental encouragement than private schools boy students hence Academic Achievement of Private School girls student is greater than government school boys students. It may be due to the government awareness programs and policies for the education of girl child. Also, the female parents members (i.e. Mothers) of the girl students studying in private school are literally more qualified and aware about the studies of their male as well as female wards

H₀₄. There would be no significant effect of parental encouragement on academic achievement of 9th grade boy's students studying in government and private schools.

Table No. - 4

Table shows the effect of parental encouragement on Academic Achievement of 9th grade boys students studying in Government and Private Schools.

SI. NO.	P.E. Group	N	Academic achievement		't' value	Level of Significance
			Mean	S. D.		
1.	Boys Low	30	276.17	32.90	30.70	SIGNIFICANT
2.	Boys High	30	503.70	23.86		
df = 58						P<0.01

From the above table shows 'Mean' of private and government school boys students are 276.17 and 503.70 (yearly) with an observable difference and standard deviation are 32.90 and 23.86. The obtained 't' value is 30.70 which is more than table value. But the parental encouragement of Private School boy's students is high as compared to Government School boy's students. Thus, it is significant at 0.01 level.

Reason: The boys students studying in private schools are getting more parental encouragement than government schools boys students and hence Academic Achievement of Private School boys student is greater than government school boys students. It may be due to the better qualification of parents of boy's student studying in private schools as compared to parents of boys student studying in government schools

H05. There would be no significant effect of parental encouragement on academic achievement of 9th grade girl's students studying in government and private school.

Table No. - 5

Table shows the effect of parental encouragement on Academic Achievement of 9th grade girls students studying in Private and Government Schools

SI. NO.	P.E. Group	N	Academic achievement		't' value	Level of Significance
			Mean	S. D.		
1.	Girls Low	30	393.20	39.57	19.71	SIGNIFICANT
2.	Girls High	30	544.80	14.47		
df = 58			P < 0.01			

Above table shows 'Mean' of private and government school girls students are 544.80 and 393.20 (yearly) with an observable difference and standard deviation are 32.90 and 23.86. The obtained 't' value is 19.71 which is more than table value. But the parental encouragement of Private School girls' students is high as compared to Government School girls' students. Thus, it is significant at 0.01 level.

Reason: The girls' students studying in private schools are getting more parental encouragement than government schools boys students and hence Academic Achievement of Private School girls student is greater than government school girls students. It may be due to the better qualification of parents of girls student studying in private schools as compared to parents of boys student studying in government schools. Also, the guidance and other educational facility obtained by girl students studying in private schools is comparatively very more than the girl students studying in government schools.

GLOBAL INTERPRETATION:

The data from 120 sampled 9th grade students selected for the present study both from the private and government schools of Bhilai Township. It was found that there is significant effect of parental encouragement on academic achievement of 9th grade students studying in government and private schools.

In this study the researcher has found a significant difference between parental encouragement of students studying in 9th grade of government and private schools. Also, there is significant difference between parental encouragement of boys and girls students studying in government and private schools and also significant difference between the parental encouragement of boys and girls students studying in 9th grade of private school and the same result is true for the boys and girls students studying in government schools. There is also a significant difference between the academic achievement of the above-mentioned groups which has been shown evidently in the analysis tables. The reason for this difference may be the awareness and concern of parents of students studying in private schools. Also, the parents of students studying in private school are more qualified than parents of students studying in government. Also, the girl students studying in government schools are getting more parental encouragement than government schools boy students. It may be due to the government awareness programs and policies for the education

of girl child. Also, the parents at lower strata of society who provide education to their child through government schools are now giving equal importance to the education of their boy and girl child.

So, the results analyzed in the present study are in support of the findings of Urmila Yadav (2013) who found that the mean achievement of scores of high parental encouragements were found higher than the low parental encouragement group in each case i.e. boys and girls and total students. Also, the result obtained by the investigator in the present study is supporting the result found in abroad like the one obtained by Lutfun- Rasul and Sima Kalita (2008) who found that parental encouragement was significant and important predictor of achievement motivation. Also, the findings of many other researcher on the same variables have supporting result to the result of the present study.

Educational Implications:

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

1. 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.
2. 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.
3. 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.

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.

SUGGESTIONS:

✎ SUGGESTIONS FOR PARENTS:

1. Parents should attend to the needs and desires of the Child and if it is right they should try to fulfill it.
2. 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.
3. Parents should not be harsh in gibing and kind of instructions to them.
4. 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.
5. Over-ambitious attitude of parents and t affect the academic achievement thus parents should not curb student's interest and potential.

✂ SUGGESTIONS FOR TEACHERS:

1. Teachers should recognize the unique quality of students and according to that proper encouragement should be given.
2. Teachers should help the Students to increase their concentration & confidence encouraging them to do yoga, exercise, etc. by which concentration power also increases.
3. Teachers should develop the democratic attitude towards the Students and should encourage them to express their own ideas, views.
4. Teachers should always try to remove fear and doubt from the minds of Students.
5. Students should be reinforced by the teachers by effective rewards for achieving good results and for their innovative Creations.

✂ SUGGESTIONS FOR ADMINISTRATORS:

1. Administration should provide Guidance and counselling services to the Students.
2. 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.
3. Within the framework of rules and regulations the Administrators should provide freedom to teacher so that they can deal with the Student according to their mental Capacity, ability, capability interest etc.

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