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Rural and urban higher secondary school students: Their parental encouragement and academic achievement

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Abstract

Education of the child first starts from the home and parents are their first teachers and remain their best teachers throughout life. The proper role of the parents is to provide encouragement, support and access to the activities that enable the child to master all-round development of personality. Keeping this fact in view the present study is done with the purpose to study and compare rural and urban higher secondary school students on parental encouragement and academic achievement. 240 higher secondary school students (rural 120 and urban 120) were selected on the basis of stratified random sampling technique. Agarwal parental encouragement scale developed by Kusum Agarwal was administered for data collection. The data was analysed by using Mean, SD and 't' test. The study indicates that urban students have higher parental encouragement and academic achievement than rural students.

Keywords: Parental Encouragement, Academic Achievement, Rural and Urban higher secondary school students.

Introduction

Parents are the natural teachers because they know their child better than anyone else. The role of parents in the success of their children is most important, as all parents want their children to become successful in life. Encouragement is to inspire someone with the courage and confidence to do something new. Encouragement will always have a positive effect. Successful parents frequently use words of encouragement and supportive actions to show their children how to make improvements. They show their love and care for their children on to performance falls short they offer encouragement, support and affection. These parents understand that their children will not be good in every field. Therefore, they encourage their children to explore their interests, do their best, utilise their time and try to do better in future. Sharma Anuradha *et al*; (2014) ^[2] found that there is significant and positive relationship between parental encouragement and academic achievement of senior secondary school students. The study also indicates that there is significant difference between male and female with regard to parental encouragement. The female students show greater parental encouragement than male students. Jain Payal *et al*; (2014) ^[6] found that significant gender differences existed in parental encouragement, whereas significant locale differences were found in the parental encouragement among rural and urban respondents. Kaur Jasraj (2013) ^[7] revealed that there is significant difference between the academic achievement of the students receiving high and low parental encouragement. The students receiving high parental encouragement showed better academic achievement than the students receiving low parental encouragement. P. Sekar *et al*; (2013) also revealed that rural and urban higher secondary biology students significantly differed in parental encouragement. The urban higher secondary school students have gained more parental encouragement when compared to the parental encouragement of rural higher secondary school students. Similarly, the higher secondary biology students belonging to Tamil and English medium also significantly differed in their parental encouragement. Bhargava, (2012) ^[3] Parental encouragement is a great significance in developing psychological as well as academic achievement. Parents play a significant role for higher need achievement of their children.

Academic achievement is the educational goal that is achieved by a student. This is measured

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either by the examination or continuous assessment. Academic achievement is the outcome of education --- the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement of students refers to the knowledge attained and skills developed in the school subjects. So, academic achievement means the achievement of students in the academic subjects in relation to their knowledge attaining ability or degree of competence in the school task usually measured by standardized tests and expressed in grades or units based on pupil's performance. Halawah (2006) [5] opined that academic achievement is accomplished by actual execution of class work in the school setting. It is typically assessed by using teacher's ratings, class tests and examinations hold by the academic institutions or by the educational boards. Academic achievement is positively related with motivation and family environment. Mehta and Kumar (1985) [9] explained academic achievement as the mean achievement score in the examination of every subject. Good (1959) [4] refers to academic achievements as, "the knowledge attained or skilled developed in the school subjects usually designed by test scores or marks assigned by the teacher".

Need and Importance

Parental encouragement is one of the great significance in developing psychological as well as academic behaviour of the child. Present day society is based on competition in which everyone has the tendency to perform as perfectly as possible, so encouragement, involvement and support of parents make him more confident and optimistic. Parents often don't realize how much power they have to influence their children by giving them positive attention for their behaviour. Parental encouragement and support for learning activities at home, combined with parental involvement in schooling, is critical to children's learning when school and families work together in partnership, children are more likely to perform better academically, stay in school longer and enjoy schooling. Academic achievement of students is not only dependent on the quality of schooling and the teachers, rather the extent parents have vital role to play in academic achievement of the children. The problem under study is a humble attempt to assess the parental encouragement and academic achievement of higher secondary school students. The investigator has reviewed the literature and found it feasible to work on the topic.

Table 1: Showing the mean comparison of rural and urban higher secondary school students on parental encouragement (N= 120 in each group)

Variable	Group	Mean	S.D.	t-value	Level of Significance
Parental encouragement	Rural	297.53	34.242	4.63	Significant at 0.01 level
	Urban	315.97	29.833		

The perusal of table shows the mean comparison of rural and urban higher secondary school students on parental encouragement. The above table indicates that there is significant difference between the rural and urban higher secondary school students on parental encouragement at 0.01 level. The table also reveals that mean favours urban

Objectives of the Study

The following objectives have been formulated for the present study:

1. To study and compare parental encouragement of rural and urban higher secondary school students.
2. To study and compare academic achievement of rural and urban higher secondary school students.
3. To compare male and female higher secondary school students on parental encouragement.
4. To compare male and female higher secondary school students on academic achievement.

Hypotheses

For achieving the above objectives following hypotheses were formulated:

1. There is significant difference between rural and urban higher secondary school students on parental encouragement.
2. There is significant difference between rural and urban higher secondary school students on academic achievement.
3. There is significant difference between male and female higher secondary school students on parental encouragement.
4. There is significant difference between male and female higher secondary school students on academic achievement.

Sample

The Sample for the present study consisted of 240 higher secondary school students (rural 120 and urban = 120) selected by stratified random sampling technique from various higher secondary school students of district Srinagar and Pulwama.

Tools

Following tools were used for the Present study:

1. Agarwal Parental Encouragement Scale by Kusum Agarwal (1999) [1].
2. Academic achievement for the present study means the aggregate marks obtained by the sample students in all the subjects in their previous class.

Statistical Analysis

Every data for research is futile unless and until it is not analyzed and proved statistically. For the purpose of the present research, the investigator used Mean, S.D and t-test.

students which indicates that urban students perceive higher parental encouragement than rural students. Therefore the hypothesis No. 1, which reads as, there is significant difference between rural and urban higher secondary school students on parental encouragement stands accepted.

Table 2: Showing the mean comparison of rural and urban higher secondary school students on academic achievement (N=120 in each group)

Variable	Group	Mean	S.D.	t-value	Level of Significance
Academic Achievement	Rural	53.24	9.44	2.38	Significant at 0.05 level
	Urban	56.34	10.55		

The above table shows the mean comparison of rural and urban higher secondary school students on academic achievement. The table reveals that there is significant difference between rural and urban higher secondary school students on academic achievement at 0.05 level. The above table also shows that mean favours urban students which

indicates urban students have higher academic achievement than rural students. Thus from the confirmation of the above table, the hypothesis No. II which reads as, there is significant difference between rural and urban higher secondary school students on academic achievement stands accepted.

Table 3: Showing the mean comparison of male and female higher secondary school students on parental encouragement (N=120 in each group)

Variable	Group	Mean	S.D.	t-value	Level of significance
Parental Encouragement	Male	300.9	36.17	2.75	0.01
	Female	312.6	29.25		

The above table depicts the mean comparison of male and female higher secondary school students on parental encouragement. The table reveals that there is significant difference between male and female higher secondary school students on parental encouragement at 0.01 level. The table further shows that mean favours female students

which indicates female students perceive higher parental encouragement than male students. It is evident from the above table that the hypothesis No. III, which reads as, there is significant between male and female higher secondary school students on parental encouragement” stands accepted.

Table 4: Showing the mean comparison of male and female higher secondary school students on academic achievement (N=120 in each group)

Variable	Group	Mean	S.D.	t-value	Level of significance
Academic Achievement	Male	55.54	11.10	1.15	Insignificant
	Female	54.04	8.99		

The above table depicts the mean comparison of male and female higher secondary school students on academic achievement. The table clarifies that there is no significant difference between male and female students on academic achievement. Therefore, the hypothesis No. IV, which reads as, there is significant difference between male and female higher secondary school students on academic achievement” stands rejected.

Conclusions

Some of the conclusions drawn from the analysis of data are given below:

1. It is clear that on various dimensions rural and urban differ significantly. The study revealed that there is significant difference between rural and urban students on parental encouragement. Urban students have been found to be higher parental encouragement than rural students. It was also revealed that female students have higher parental encouragement than male students.
2. It was revealed that there is significant difference between rural and urban higher secondary school students on academic achievement. Urban students have been found higher academic achievement than rural students. It was also revealed that there is no significant difference between male and female students on their academic achievement.

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