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## Parental encouragement and its impact on academic achievement

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### Abstract

"This article delves into the profound impact of parental encouragement on academic achievement. Through an extensive literature review, it examines the multifaceted ways in which positive parental involvement significantly influences a student's educational performance. The study explores the role of constructive communication, motivational strategies, and active engagement in fostering a conducive learning environment. Additionally, it considers potential challenges and variations in impact across different demographics, providing insights into the nuanced dynamics shaping the relationship between parental encouragement and academic success."

**Keywords:** Academic achievement, parental encouragement, adolescence

### Introduction

The intricate relationship between parental encouragement and academic achievement is a focal point in the landscape of childhood development and education. Parents, as the primary influencers in a child's life, play a pivotal role in shaping attitudes, motivations, and aspirations. The nexus between the support provided by the parents and the subsequent academic success of their children is a subject of extensive research and societal interest. This connection transcends mere involvement in school activities; it delves into the emotional and motivational scaffolding that parents construct, creating a foundation upon which their children's educational aspirations are built.

At the core of this relationship lies the profound impact of parental encouragement on a child's motivation and engagement with academics. When parents actively express belief in their children's abilities, provide constructive feedback, and celebrate their successes, children are inherently motivated to invest effort into their studies. This positive reinforcement not only fosters a love for learning but also cultivates a sense of purpose and commitment to academic pursuits. By understanding the multifaceted nature of this relationship, the researcher aims to spotlight the ways in which parental encouragement serves as a linchpin in fostering a love for learning and paving the way for academic success.

### Conceptual Framework

"Parental Encouragement" in this study refers to the attitude of the parents towards their children's study and their concern for the building up career of their children.

"Academic Achievement" refers to the level of attainment of an individual or a group of individuals after completion of an academic programme. In the present study the term academic achievement refers to the academic attainment of the pupils in terms of the percentage of aggregate mark obtained by them individually at the last School Annual Examination.

### Review of Related Literature

Many studies have been conducted in India and abroad to find the relationship between parental encouragement and academic achievement of secondary school students in relation to their gender and locality of the institution. Some of the findings directly related to the present studies are discussed in the following paragraph.

Conducted a study on A Study of Parental Encouragement, Educational Adjustment and Academic Achievement among Adolescent Students of District Anantnag. The study is conducted on a sample of 300 secondary school students, selected through stratified random sampling method from district Anantnag of south Kashmir. The findings of the study revealed a significant difference in parental encouragement on the basis of gender and locale in which the result goes in favour of boys and urban students. Furthermore, significant positive correlation was found in parental encouragement with academic achievement and educational adjustment with academic achievement.

Winn and Sandra (1992) [11] in a study of parental involvement in education suggested that parental involvement has a positive influence on the educational success of the learner. The study bridges the gap of the parental involvement programmes and input from parents leading to the success of their children. A group of low economic status parents all women were interviewed. The researched focused on analyzing perceptions of roles and responsibility expressed by each parents, then analyzing categories of perceptions which resulted in the dimensions of parental perceptions. These dimensions were then compared with institution generated roles and responsibilities which revealed significant difference between the perceptions and expectations of the parents wanted to study the relationship between home environment and academic success. The subjects were drawn from different ethnic backgrounds and were administrated a 75 item questionnaire having 12 variables of psychological nature. The result yielded indicated that a child's academic success is related to parent child relationships and home environment. The hypothesis that parent child relationship influence students' academic success was supported in this investigation and that the homes has a significant effect on school performance, academic achievement and intellectual development.

Wright (1994) [8] conducted a study on parent involvement impact on students achievement. To determine the parental involvement on students achievement, parent child interactions, students attitude, and parental help for academic achievement. The result of this study suggests that educational competence of a child can be enhanced through a parenting programme. The findings indicated that the children of parents who are involved scored significantly higher on mathematics, reading and total composite achievement.

**Statement of the Problem**

**The problem is stated as "Parental Encouragement and its Impact on Academic Achievement"**

**Objectives**

The present study has the following objectives:

1. To study the academic achievement of secondary school students with reference to gender and school-location variations.
2. To study parental encouragement of secondary school students in their studies with reference to gender and school-location variations.
3. To study the relationship between parental encouragement and academic achievement of secondary school students with reference to gender and school location.

**Hypotheses**

H<sub>01</sub> There is no difference in academic achievement of the secondary school students due to gender and school-location variations

H<sub>1</sub> There is a difference in parental encouragement and academic achievement of the secondary school students.

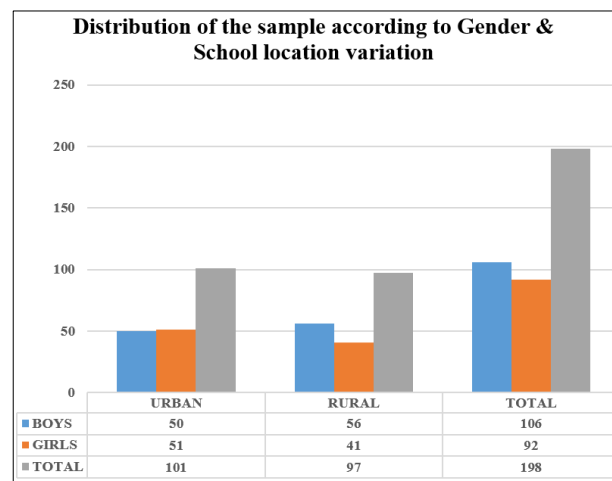
H<sub>02</sub> There is no relationship between parental encouragement and academic achievement of secondary school students irrespective of their gender and locale variations.

**Method:** In this study the researcher used the descriptive survey method.

**Population:** The population in the present study comprises of secondary school students of Odisha.

**Sample**

The sample for this study was selected on the basis of random sampling procedure. The sample consists of 198 secondary students of class IX, selected randomly from two different districts i.e Ganjam and Khordha. The distribution of the sample is indicated in the table below.



**Fig 1:** Distribution of the sample according to Gender & School location variation

**Instruments/Tools**

Two standardized tools were used in the present study.

- a) For measuring Parental Encouragement of students "the test of Encouragement given by parents" by Mohan Sekhar (1980) was used.
- b) For Academic Achievement, the last Annual examination marks of the students were taken in.

**Statistical Technique:**

The researcher used Quantitative techniques for finding the results wherein the percentage, mean, S.D and t-test were used to analyse the data in the present study.

**Analysis and Interpretation of Data**

**Table 1:** Gender variation in the Academic Achievement.

Gender	N	Mean	Sd	Sed	"t"	'P'
Boys	106	63.65	14.5	2.14	0.86	Not Significant
Girls	92	65.48	15.5			
Total	198	63.89	14.36			

The table reveals the significance of mean difference in achievement scores of boys and girls. The ‘t’ value of 0.86 indicates that there is no significant difference in academic achievement between boys and girls. Hence, the null hypothesis i.e “ there is no gender difference in academic achievement of secondary school students” is retained. Such a result tends to presume that both boys and girls compete with other in their academic pursuits and have almost same level of academic achievement of the secondary level.

**Table 2:** School location variation in the Academic Achievement.

Location	N	Mean	Sd	Sed	“t”	‘P’
Urban	101	67.82	19.60	2.52	2.73	Significant at 0.01 level
Rural	97	60.94	15.80			
Total	198	63.89	14.36			

In the view of mean difference in academic achievement scores between urban and rural students, it is indicated that there is a significant difference in the achievement scores between urban and rural students, the ‘t’ value being 2.73 which is significant at 0.01 level.

This result tends to interpret that the urban students may get ample facilities and scope for their studies as compared to rural students. Besides, other support, facilities for academic improvement of students is relatively plentifully available in urban areas that might be facilitating the academic performance and achievement of the urban students. Thus, the null hypothesis i.e “there is no difference in academic achievement of rural and urban secondary school students” is rejected.

**Gender variation in the Parental Encouragement**

**Table 3:** Gender wise Means, SD and ‘t’ value of the Parental Encouragement of secondary school students.

Gender	N	Mean	Sd	Sed	“t”	‘P’
Boys	106	50.44	7.71	1.16	0.40	Not Significant
Girls	92	50.91	8.54			
Total	198	50.66	8.11			

It can be concluded from the table that there exist very nominal difference between boys and girls i.e 50.44 and 50.91 respectively. And the ‘t’ value 0.40 also says that there is no significant difference between boys and girls. So the hypothesis i.e “there is no significance difference in parental encouragement between boys and girls” is retained.

**School Location variation in the Parental Encouragement.**

**Table 4:** School Location wise Means, SD and ‘t’ value of the Parental Encouragement of secondary school students.

Location	N	Mean	Sd	Sed	“t”	‘P’
Urban	101	51.28	8.20	1.13	1.12	Not Significant
Rural	97	50.01	7.80			
Total	198	50.66	8.11			

It is revealed from the table that the mean parental encouragement score of urban students (51.28) is more that of rural students (50.01). But the difference is nominal. The ‘t’ value 1.12 indicates that there is no significant difference between boy and girl students.

So the hypothesis i.e “there is no significance difference in parental encouragement between urban and rural students” is retained.

**Relationship between Parental Encouragement & Academic Achievement:**

Variation in the Academic Achievement of High, Average & Low Parental Encouragement groups.

**Table 5:** Means, Standard Deviation and ‘t’ values of the Academic Achievement scores of High, Average & Low Parental Encouragement groups.

	N	Mean	SD	SED	“t”	‘P’
High & Average	34	72.74	10.49	2.24	4.04	Significant at 0.01 level
	117	63.69	14.63			
Average & Low	117	63.69	14.63	2.31	2.45	Significant at 0.05 level
	47	58.01	12.88			
High & Low	34	72.74	10.49	2.59	5.68	Significant at 0.01 level
	47	58.01	12.88			

It is revealed from the table that there is a significant relationship between academic achievement and parental encouragement. The calculated ‘t’ value of 4.04 for high & average indicates that it is significant at 0.01 level. On the other hand in average & low group the ‘t’ value of 2.45 indicates it is significant at 0.05 level. In the high and low group the ‘t’ value is 5.68 and it indicates it is significant at 0.01 level. From all three groups i.e high, average and low it can be revealed that the students who got more parental encouragement have achieved more marks in academic. So the null hypothesis “there is no significant relation between parental encouragement and academic achievement of secondary school students” is rejected.

**Major Findings**

**Learner’s academic achievement**

- 1) Urban boys and girls have comparatively Higher Academic achievement scores than boys and girls of rural region. This indicates the existence of school location variation in Academic achievement of secondary school learners.
- 2) Gender variation in respect of academic achievement of secondary school learners is almost negligible although it just slightly favors the girl.

**Learners parental encouragement**

- 1) There is very nominal difference between boys and girls in respect of the parental encouragement for their studies; almost they receive same kind of parental encouragement.
- 2) The urban students do receive relatively better parental encouragement for their studies compared to rural students. However, there is negligible difference between urban and rural area students in this regard.

**Relationship between Parental Encouragement and Academic achievement of learners**

- 1) The Parental encouragement and Academic achievement of the secondary school learners have significant relation that means higher the parental encouragement, higher the academic achievement of the learners. Conversely lower is the Parental encouragement; low is the Academic achievement of the learners.

### Implications

The findings emerging from the results of the study have the following implications.

- 1) In view of school location variation in academic achievement of the school learners, disfavoring the rural learners, school heads and teachers of rural schools need to take appropriate steps for academic improvement of the secondary school learners.
- 2) Although, there is no statistical significant difference between boys and girls in respect of their academic achievements still boys appear to be relatively low achievers than girls. Therefore, academic improvements of the boys need to be taken-care by the teachers.
- 3) There is a considerable correlation between secondary school students' academic achievement and their parents' support; the greater the relationship, the higher the students' academic achievement. As a result, the school ought to encourage parent involvement in their children's academic affairs, particularly in rural areas.

### Conclusion

To sum up, a clear link emerges between increased parental encouragement and enhanced academic achievement, creating a reinforcing cycle. When parents actively support and motivate their children, academic success tends to flourish, fostering a positive learning environment. Conversely, a lack of parental encouragement may hinder academic progress. Recognizing this symbiotic relationship underscores the pivotal role parents play in influencing their child's educational outcomes, emphasizing the importance of fostering a supportive and nurturing environment for academic growth.

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