Effect of Parent Encouragement on Academic Achievement of Students of Different Types of Schools

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Abstract

The present study was undertaken to find out the effect of parental encouragement on the academic achievement of higher secondary school students. For this study, different types of schools were selected, which were categorized as Missionary, Private and Government schools. It has been observed that parents are the basic pillars of the learning in the life of a child. The child spends more of his time with his/her parents in comparison to time spent in school, as time goes by they start feeling the need of being encouraged in their path of life to choose what direction the need to be. As an adolescent, it is their crucial time of life, so parental encouragement makes an effect on their academic performance. This study was done to find out that is there any co-relation between parental encouragement and academic achievement of student and is there any difference between the parental encouragements towards their children in different types of school environment. The findings of the study reveal that Missionary and Private school students have more parent encouragement than the government school students. Parent encouragement was found to be positively correlated among student i.e. as the parent encouragement increases, the academic achievement also increases.

Keywords: Parent Encouragement, Academic Achievement, Government, Private, Missionary, Higher Secondary Schools
Introduction:

There is a growing perception of the importance of engaging parents, families and communities in raising the educational achievement of pupil. It is evident that parent encouragement and their engagement in learning can significantly and positively affect educational achievement of students.

Studies done in the field of school environment have highlighted that parent and a school partnership is a critical component for students in their academic achievement. This is particularly true of schools where circumstances are challenging and socio-economic odds are often stacked against students. Schools that secure academic success with students from low socio-economic backgrounds tend to succeed chiefly through the support, engagement and partnerships between schools, families and communities (Chadwick 2004). The evidence is clear; parents support to their children in learning can have a substantial and positive impact upon achievement. In summary, parent encouragement in learning helps students most likely to secure high levels of student performance.

Although parent encouragement in learning is undoubtedly a commonly shared aspiration across all schools, it also brings many challenges. In our hectic 24/7 society means that many parents find difficult to maintain the balance in work and home. The nature of work has shifted and the composition of families has changed. But, the support of parents for learning and achievement is the single most important contributory factor to increased student achievement. To raise school performance of the students, parents matter significantly.

Effective parents encourage their children to broaden their experiences by participating in school clubs, sports and activities. They recognize that part-time work and community activities can be an effective way to expose their children to the real world. These personal experiences frequently motivate students to do better in school and can help them identify a potential direction. Parent encouragement is a significant contributory factor in developing psychological as well as academic achievement of students.
Review of Literature:

A literature review is an evaluative report of information found in the literature related to your selected area of study.¹

According to Karter V. Good – “A Survey of related literature is necessary for proper planning, executing and right concept of the problem and its thesis suggestive methods of investigation and comparative data for interpretative purpose.”²

Dr. Kusum (2016) in her study found a significant difference between government and private high school students in their academic achievement but no significant difference was found between students of Government and private high school in their parent encouragement. She concluded the study finding that there is no significant difference between Boys and girls in their parent encouragement.³

A study done by Bhawna & Mandeep Kaur (2015) shows that Parent Encouragement contributes in Academic Achievement of students. There was a significant difference found in Parent Encouragement of Boys and Girls students, it manifested that parents encourage their boys more as compare to girls.⁴

In their research, Anjana Negi, Rama Maikhuri (2016) found that parent encouragement and academic achievement are positively and significantly correlated with each other. When students are encouraged by their parents they do better in their academic achievement.⁵

Dr. Harvinder Kaur’s (2018) study shows a significant relationship between parent encouragement and academic achievement of secondary school students of rural and urban areas.⁶

Asmita Dubey (2015) in her research states that there is a significant difference in the effect of parent encouragement on rural and urban boys and girls of Govt. Higher Secondary schools but there is no difference in Parent encouragement in boys and girls of private higher schools of rural areas. On the other hand, significant difference was found in Parent encouragement on the boys and girls of Private Higher Secondary schools in urban areas.⁷
In his study Dr. Vimal Kishor (2014) showed that students of private high school have better parent encouragement and academic achievement in comparison to students from government high school.8

Objectives:

1. To find out the difference of parent encouragement between Government, Missionary and Private higher secondary school students.
2. To find out the correlation of parent encouragement with academic achievement of Government, Missionary and Private higher secondary school students.

Hypothesis:

1. There is no significant difference of parent encouragement between missionary and private school students.
2. There is no significant difference of parent encouragement between missionary and government school students.
3. There is no significant difference of parent encouragement between private and government school students.
4. There is no significant influence (correlation) of parent encouragement with academic achievement of missionary school students.
5. There is no significant influence (correlation) of parent encouragement with academic achievement of private school students.
6. There is no significant influence (correlation) of parent encouragement with academic achievement of government school students.

Methodology

In the present study researcher used descriptive survey method to find out the difference of parent encouragement in Government, Private and missionary schools and relationship between parent encouragement and academic achievement.
Population:

Population for the present study comprised all the higher secondary schools of Damoh city including missionaries, private and government schools. All the boys and girl students from schools randomly selected from the list of selected missionaries, private and government schools.

Sample

Researcher had selected 2 missionary, 2 private and 2 government higher secondary schools randomly from Damoh city of Madhya Pradesh. The sample unit for this study was class 11th students. 80 students from each school were taken randomly, forming a sample of 480 students for the study; proper care was taken to give proper and equal representation to boy and girl students.

Tools:

The parent encouragement scale (PES) has been developed to measure the degree or amount of encouragement which a child receives from his parents and also to categorize the students in the terms of degree of their parent encouragement. It has been designed for the student population of higher secondary stage.

Preparation of items: In the beginning, a list of 80 items was prepared by going through available tests and other relevant literature. The list was given to five judges to judge the suitability and relevance of these items for parent encouragement. The judges included the experienced teachers of education, psychology and sociology departments. On the basis of comments made by the judges, 30 items were deleted. Then the scale with 50 items was administered to a sample of 25 students of secondary classes to check the accuracy of the language and ambiguity of each item. In the light of opinion of the students, minor changes were made in the language of a few items.

Item analysis: The scale containing 50 items with three response alternatives was administered to random sample of 100 students. Their response sheets were scored, then the popularity value of each items was calculated by means of the formula.

Item selection: The items were selected, if their popularity value was found to lie between .200 and .800. On the basis of the above criterion 40 items were selected for inclusion in the final form of the P.E.S.
**Final form:** The final form of P.E.S contains 40 items with three response alternatives.

**Statistical Techniques used**

1. Mean and standard deviation calculated.

2. “T” test was applied to find out significance of differences.

3. Pearson’s Product moment co-relation technique was used to find correlation between

**Analysis and Interpretation:**

1. There is no significant difference of parent encouragement between missionary and private school students.

   Analysis of ‘t’ score of parent encouragement of missionary and private school student. (N = 320)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Parent encouragement</th>
<th>M</th>
<th>SD</th>
<th>S.Ed</th>
<th>t</th>
<th>.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Missionary school student</td>
<td>65.35</td>
<td>6.31</td>
<td>.69</td>
<td>.85</td>
<td>Not significant</td>
</tr>
<tr>
<td>2</td>
<td>private school student</td>
<td>65.94</td>
<td>6.08</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table, obtained value of ‘t’ is .85 which is found less than the table value and is not significant at .05 level of significance. So, the null hypothesis is accepted that in the both of the schools, students have no significant difference of parent encouragement towards their studies.

Mean score of parent encouragement between missionary and private school students.
2. There is no significant difference of parent encouragement between missionary and government school students.

Analysis of ‘t’ score of parent encouragement of missionary and government school student.

(N = 320)

<table>
<thead>
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<th>S.No.</th>
<th>Parent Encouragement</th>
<th>M</th>
<th>SD</th>
<th>S.Ed</th>
<th>t</th>
<th>.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Missionary school student</td>
<td>65.35</td>
<td>6.31</td>
<td>580</td>
<td>Significant</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>government school student</td>
<td>58.48</td>
<td>4.23</td>
<td>6</td>
<td>11.45</td>
<td></td>
</tr>
</tbody>
</table>

Df= 318

From the above table, obtained value of ‘t’ for parent encouragement is 11.45 which is found more than the table value and is significant at .05 level of significance. So, null hypothesis that “There is no significant difference of parent encouragement between missionary and government school students” is rejected. Therefore, we can interpret that missionary school students have more parent encouragement towards their academic performance and more parent involvement.
in curricular, co-curricular activity and academic activity which leads to high academic achievement.

Mean score of parent encouragement between missionary and government school students.

![Graph showing mean comparison]

3. There is no significant difference of parent encouragement between private and government school students.

Analysis of ‘t’ score of parent encouragement of private and government school students. (N = 320)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Parent encouragement</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>S.Ed</th>
<th>t</th>
<th>.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>private school student</td>
<td>160</td>
<td>65.94</td>
<td>6.08</td>
<td>12.86</td>
<td>Significant</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>government school student</td>
<td>160</td>
<td>58.48</td>
<td>4.23</td>
<td>.58</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Df=318
From the above table, obtained value of ‘t’ is 12.86. It is found more than the table value and is significant at .05 level of significance. So, null hypothesis that “there is no significant difference of parent encouragement between private and government school students” is rejected.

We can interpret that the private school students have more parent encouragement than the government school students. The parent encouragement and involvement in private school student shows that parent care, parent’ participation in P.T.M. and parent’ motivation for participation in co-curricular and curricular activity in school increases the student’s confidence and interest towards the academic learning which leads to high performance.

Mean score of parent encouragement between government and private school students

<table>
<thead>
<tr>
<th>Private School Student</th>
<th>MEAN OF Parent encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>65.94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Government School Student</th>
<th>MEAN OF Parent encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58.48</td>
</tr>
</tbody>
</table>

4. There is no significant influence (correlation) of parent encouragement with academic achievement of missionary school students.

Analysis of correlation of parent encouragement with the academic achievement of missionary school student

(N = 160)
Above table reveals that the correlation of parent encouragement with academic achievement among missionary school students is +0.0798, that is positive and not significant at .05 level of significance.

The null hypothesis that “there is no significant influence of parent encouragement on academic achievement of missionary school students” is accepted. The present study shows that parent encouragement was found to be positively correlated among students i.e. as the parent encouragement increases; the academic achievement also increases vice-versa.

Above result concludes that the parent encouragement contributes positive role for enhancement of academic achievement in the students. Finally, we can say parent encouragement improves the performance of students, because parent encouragement is obviously a crucial factor in the child progress. The parent encouragement is the most vital aspect for child’s social and personal development.

5. There is no significant influence (correlation) of parent encouragement with academic achievement of private school students.

Analysis of Correlation of parent encouragement with academic achievement of private school students.

(N = 160)
### Above table reveals that the correlation between parent encouragement with academic achievement among private school students was found positive. Significant correlation value of r is .645 between parent encouragement and academic achievement among private school student at .05 level of significance.

The null hypothesis that “there is no significant influence of parent encouragement on academic achievement of private school student” is rejected in the present study as parent encouragement and academic achievement were found to be + moderate correlated among student i.e. as the parent encouragement increases the academic achievement also increased vice versa in student.

So, above result concludes that the parent encouragement contributes the positive role for betterment of academic achievement. Parent plays a role as a motivator for students which enhance the student’s self-confidence and interest towards their performance.

6. There is no significant influence (correlation) of parent encouragement with academic achievement of government school students.

Analysis of Correlation of parent encouragement with academic achievement of government school student

(N = 160)
From the above table, it is evident that the value of ‘r’ is +0.0361 between parent encouragement and academic achievement of government school students. This value shows positive insignificant correlation between parent encouragement and academic achievement among student .05 level of significance.

The null hypothesis that “there is no significant influence of parent encouragement on academic achievement of government school students” is accepted.

In the present study, as parent encouragement with academic achievement were found to be low positive and insignificant correlation between both states that if the parent encouragement is increased academic achievement also increased vice versa.

So, above result concludes that parent encouragement plays an important role for enhancement of the academic achievement of student. Finally, we can say parent support increases the performance of student.

Findings of the study:

On the basis of the analysis of hypothesis, following findings are made by the researcher.

1. Significant difference of parent encouragement is found between missionary and private school students.

2. Significant difference of parent encouragement is found between missionary and government school students.

3. Significant difference of parent encouragement is found between private and government school students.
4. There is positive and insignificant correlation of parent encouragement with academic achievement of missionary school students.

5. There is positive and significant correlation of parent encouragement with academic achievement of private school student.

6. There is insignificant correlation of parent encouragement with academic achievement of government school students.

**Conclusion:**

Based on the findings of this study, it can be concluded that Missionary and Private school students have more parent encouragement than the government school students. The parent encouragement and involvement in missionary and private schools shows that parental care, their participation in P.T.M. and motivation to their wards for participation in co-curricular and curricular activities in school increases the student’s confidence and interest towards the academic learning which leads to high performance.

Parent encouragement was found to be positively correlated among student i.e. as the parent encouragement increases, the academic achievement also increases.

It is evident that parent encouragement contributes positive role for enhancement of academic achievement in the students. It improves the performance of students, because parent encouragement is obviously a crucial factor in the child progress. It is the most vital aspect for child’s social and personal development.

**Suggestions**

Academic achievement of students may be enhanced, if parents take interest in curricular and co-curricular activities of their children. When parents take interest in educational activities of their children, they show better academic achievement. If parents take less interest in educational activity of their children, the children may show poor academic achievement. Parent involvement
with their children at home and in school brings great reward and may have a significant impact on all around development of their children.

Parent teaching association meeting should be compulsory in all schools. Especially in government schools because after having the PTM, teacher knows that there is how much the support by parent encouragement is towards their students.

References: