

Parental Encouragement and Academic Achievement of Commerce Group Students at Higher Secondary Stage

M. ANITHA NARAYANI

Ph.D. Research Scholar,

Bharathiar University, Coimbatore. Tamil Nadu, India.

Dr. D. PACKIA LAKSHMI

Principal,

*Sri Saradha College of Education for Women,
Tirunelveli. Tamil Nadu India.*

The present study was conducted to investigate the relationship between parental encouragement and academic achievement of commerce group students at higher secondary stage. In order to study the problem, the survey method was used to collect the data. The sample of the present study was 400 commerce group students at higher secondary stage were randomly selected from the schools of Kanyakumari District. The data were analyzed by using percentage, mean, standard deviation, t-test, and correlation analysis. The findings of the study revealed that significant difference between parental encouragement received by commerce group students at higher secondary stage in Rural and Urban Locality Institutions. The home is truly the greatest socialization agency in all contemporary. Family is the first and the most immediate social environment to which a child is exposed. Parents play a key role in shaping students aspiration and achievement. Parental encouragement is one of the aspects of parent treatment patterns.

Keywords: Parental Encouragement, Academic Achievement and Children.

Introduction

Das (1971) pointed out that Parental encouragement and expectations of a child's school achievement provide the single major factor which contributes to a child's academic performance. Loving parents play a critical role in the development of the young. When parents take a genuine interest in the discovery process, the bond between parents and children can be gently strengthened.

Significance of the study

The period of adolescence is very important to a development of an individual. Any laxity on the part of the parents and guiding the adolescents may result in academic backwardness and development of an unwholesome behaviours, the foundation of what a person becomes in the society is laid in the home and at the initial stage of life. The child as a result acquires initial education and socialization from patterns. When parents are involved in education of their children, they tend to mode their parent's attitudes and actions. So parents participate in their children's schooling, students may experience more academic and social success.

Background of the study

Vasanthi Medona, L. (2015), conducted a study on "Parental Encouragement and Academic Achievement of Differently Abled Visually Impaired Students in Special Schools". The result shows that the level of Parental Encouragement and Academic Achievement of Differently Abled Visually Impaired Students in Special Schools was moderate. There is significant relationship between Parental Encouragement and Academic Achievement of Differently Abled Visually Impaired Students in Special Schools.

Dr. P. Sekar and Dr. S. Mani (2014), has conducted a study on "Parental Encouragement and Academic success of higher secondary students". Results of the study reported that significant association is found between the levels of Parental Encouragement and the levels of Academic success in biological science of higher secondary students.

Hedlund and Tara, L. (2010) conducted a study on" Parental Involvement in secondary education: Perception of parental involvement and academic outcomes". The result indicated that positive parent involvement was viewed extremely valuable by students, parents and teachers and in it's mainly forms, seen as a positive force in encouraging students to work harder in schools.

Bitsoi and Regina (2009) examined "the relationship between Navajo family structure and student achievement, student self- esteem and parental involvement". The study showed that no significant statistical differences found between family structure and student z

- To find out the level of parental encouragement received by commerce group students at higher secondary stage.
- To find out whether there is any significant difference between parental encouragement received by male and female commerce group students at higher secondary stage.
- To find out whether there is any significant difference between parental encouragement received by commerce group students studying in higher secondary schools in rural and urban locality institutions.
- To find out whether there is any significant relationship between parental encouragement and academic achievement of commerce group students at higher secondary stage.

Hypotheses

- There is no significant difference between parental encouragement received by male and female commerce group students at higher secondary stage.
- There is no significant difference between parental encouragement received by commerce group students studying in higher secondary schools in rural and urban locality institutions.
- There is no significant relationship between parental encouragement and academic achievement of commerce group students at higher secondary stage.

Research Methodology

The survey method was used to the present study. A sample of 400 Commerce Group Students was drawn adopting Random Sampling Technique from 10 Higher Secondary Schools of Kanyakumari District. The tools used for the present study were

- Personal Data Schedule
- Parental Encouragement Scale (developed by the investigator).

In the study Academic Achievement was taken as the total marks obtained by students in half- yearly examination. Percentage analysis, mean, standard deviation, t-test, and correlation analysis were the statistical techniques used to analyze the data that was collected.

Analysis of the study

Table – 1

Level of Parental Encouragement received by higher secondary commerce group students

<i>Category</i>	<i>Sub Category</i>	<i>Level</i>	<i>Count</i>	<i>Percentage (%)</i>
<i>Parental Encouragement</i>	Total Students (400)	Low	40	10.00
		Average	273	68.25
		High	87	21.75

It is understood from the above table that 10% of higher secondary commerce group students received low level of Parental Encouragement, 68.25% of higher secondary commerce group students received moderate level of Parental Encouragement and 21.75% of higher secondary commerce group students received high level of Parental Encouragement.

Table – 2

Difference between parental encouragement received by male and female commerce group

students at higher secondary Stage

<i>Category</i>	<i>Number</i>	<i>Mean</i>	<i>S.D</i>	<i>Calculated 't' value</i>	<i>Table value</i>	<i>Result</i>
<i>Male</i>	180	268.36	105.38	0.36	1.96	Not Significant
<i>Female</i>	220	272.26	108.02			

From table 2, it is evident that the calculated 't' value was less than the table value 1.96. This means that there is no significant difference between parental encouragement received by male and female commerce group students at higher secondary stage.

Table – 3

Difference between parental encouragement received by commerce group students studying in higher secondary schools in rural and urban locality institutions.

<i>Category</i>	<i>Number</i>	<i>Mean</i>	<i>S.D</i>	<i>Calculated 't' value</i>	<i>Table value</i>	<i>Result</i>
<i>Rural</i>	172	255.85	99.55	2.44	1.96	Significant
<i>Urban</i>	228	281.57	110.77			

From table 3, it is evident that the calculated 't' value was greater than the table value 1.96. This means that there is significant difference between parental encouragement received by commerce group students studying in higher secondary schools in rural and urban locality institutions.

Table – 4

Correlation between parental encouragement and academic achievement of commerce group students at higher secondary stage

<i>Category</i>	<i>Number</i>	<i>df (N-2)</i>	<i>Calculated 't' value</i>	<i>Table 'r' value</i>	<i>Result</i>
<i>Commerce group students</i>	400	398	0.033	0.098	Not Significant

It is very clear from the above table that the calculated 'r' value was less than the table value 0.098. This means that there is no significant relationship between parental encouragement and academic achievement of commerce group students at higher secondary stage.

Discussion

This study indicates that majority of the higher secondary commerce group students receive moderate level of parental encouragement. The present study reveals that there is significant difference between parental encouragement received by commerce group students studying in higher secondary schools in rural and urban locality institutions. So, it can be interpreted that urban locality commerce group students receive more parental encouragement. It may be due to the fact that their parents are highly educated and they know about the gains of commerce world. So they provide the necessary facility for their child's education.

Conclusion

Parental encouragement is an important factor in promoting the academic achievement of students. It helps the students to internalize the educational values. When parents communicate their values about education and learning, students school performance were more enhanced and had higher perceived academic competence. Suitable programs can be arranged to make the parents aware of the need and significance of giving encouragement and motivation.

Reference

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