

Parental Encouragement And Academic Outcomes Of Students: A Synoptic Review Of Scholarly Works

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Abstract:

Parental encouragement refers to the positive support, guidance, and involvement that parents provide to their children in various aspects of life, especially in their educational and personal development. It encompasses a range of behaviors, attitudes, and actions through which parents express their belief in their children's abilities, boost their self-esteem, and contribute to their overall well-being. Parental encouragement is crucial for fostering a positive and supportive environment that can have a significant impact on a child's growth and success. While there is a wealth of research on parental encouragement in education, there is a need for a comprehensive review that specifically focuses on the different forms of parental encouragement and their varying impacts on student outcomes. This paper presents a thorough examination of the literature about parental encouragement and its profound influence on academic achievement of students. The objective of this review is to synthesize existing research, exploring the multifaceted dimensions of parental encouragement and its diverse impacts on students across different educational stages. In the present study 34 literatures were collected from various online and printed resources.

Key words: Parental Encouragement, Academic Achievement, Children, Academic Outcomes, Learning Environment.

Introduction:

Education involves enhancing an individual's capabilities and potential to prepare him for productive participation in society. It contributes to progress, civilization, and culture, shaping individuals into rational, innovative, and self-sufficient beings. Education fosters efficiency, creativity, and good work habits, enabling the acquisition of new knowledge for overall personal growth. Society's progress and prosperity are believed to be impossible without education, as it is a transformative tool impacting social, cultural, moral, economic, scientific, and spiritual aspects. The home is considered a vital institution for socialization, laying the foundation for a child's early education and providing a nurturing environment for his growth. As children advance through different life stages, the home continues to support their academic pursuits by offering a conducive study environment, guidance, and emphasizing the importance of education. Parents, as the child's first teachers, play a pivotal role in developing values, knowledge, life skills, critical thinking, and curiosity. Through constant encouragement, motivation, and understanding, parents empower their children to achieve goals and navigate challenges.

At the adolescent stage, children need familial support to cope with life stresses. The environment created by parents significantly influences children's behavior. Parental encouragement, a key aspect of home life, helps children overcome difficulties, especially academic obstacles. It involves approving or disapproving of educational activities, removing hurdles, and guiding children towards the right path. Ghazi (2010) emphasizes the responsibility of parents to provide for their children's basic and educational needs. Parental encouragement, defined by Rossi (1965), encompasses a spectrum of activities that influence children's ideas, habits, and study behavior. Parental involvement in school activities, compliance with obligations, and support in schoolwork contribute to positive behavior. Henderson and Berla (1994) stresses upon the essential role parents play in maximizing children's potential from infancy to goal achievement. Encouraging words and supportive parental attitudes have a profound impact on children's behavior, confidence, and overall development. Parental encouragement, according to Kaushal (2014) and Smith et al. (1994), leads to academic and psychological development by shaping a child's personality. However, some parents mistakenly believe that enrolling children in prestigious schools absolves them of further responsibility, overlooking the ongoing need for parental encouragement at every stage of life.

Review of Literature

Lakshmanan and Rajasekaran (2022) investigated the relationship between parental encouragement and academic success in higher secondary school students. The researchers utilized the Survey method and applied the stratified random sampling approach to select a sample of 100 students from higher secondary schools in Trichy District. To assess the parental encouragement, Kusum Agarwal's Parental Encouragement Scale (1999) was employed, and the

students' academic achievement was gauged through Quarterly Exam Scores. The results revealed a significant and positive correlation between parental encouragement and the academic achievement of higher secondary school students.

Sunitha, Pujar, and Muktamath (2022) undertook a study to assess the influence of parental encouragement on academic success and to identify the factors affecting parental encouragement in college students at the UAS Dharwad campus. Employing the stratified random sampling method, the researchers selected a sample of 120 adolescents from Community Science College. The Parental Encouragement Scale by Kusum Agarwal (1999) was utilized to assess parental encouragement, while academic achievement was assessed on the basis of participants' exam scores from the previous year. Moreover, the socio-demographic characteristics of the participants were obtained using the Kuppaswamy's modified version SES scale (2021). The findings revealed a significant impact of family-related factors on the parental encouragement received by students. College students reported a high level of parental encouragement, and a significant and positive relationship was observed between parental encouragement and academic achievement among these students.

Gupta and Tyagi (2021) investigated the influence of Parental Encouragement on Emotional Intelligence and Stress Management among Senior Secondary School students. The study involved 720 participants from diverse streams and management backgrounds from Senior Secondary Schools. The researchers used stratified random and convenience sampling methods to select participants from both 11th and 12th grades. To measure the variables three tools were employed: the Agarwal's Parental Encouragement Scale (APES), the Emotional Intelligence Inventory (EII - MM), and the Stress Management Scale (SMS -KC). Various statistical techniques, including Mean, Standard Deviation, One Way ANOVA, and t-test, were applied for data analysis. The results revealed a significant and notable difference between male and female secondary school students on parental encouragement, emotional intelligence, and stress management. Also, significant differences were observed between students attending Private and Government schools, as well as among those in Science, Commerce, and Humanities streams.

Ponnusamy, Kowsalya, and Sathya Priya (2021) explored the relationship between parental encouragement and the academic achievement of higher secondary school students. A sample of 160 students was selected through simple random sampling technique. Data were collected using a self-developed Parental Encouragement Scale, while the examination scores of the participants in the preceding year were considered as an indicator of their academic performance. The results of the study highlighted a significant influence of parental encouragement on the academic achievement of the students under examination.

Sharma and Jamwal (2020) investigated the educational aspirations of adolescents in relation to their perceived parental encouragement and psychological well-being. The sample of the study comprised 500 secondary school students selected from ten districts in Punjab's Doaba, Malwa, and Majha regions. To measure educational aspirations, a self-developed test was employed, while Dr. Kusum Agarwal's scale (2019) was used to assess parental encouragement and Dr. Divendra Singh Sisodia and Ms. Pooja Choudhary's scale (2012) was used for assessing psychological well-being. The findings indicated that both perceived parental encouragement and psychological well-being collectively and independently play a critical role in predicting the educational aspirations of adolescents. Moreover, the results revealed that female students exhibit higher educational aspirations and perceived parental encouragement. Furthermore, urban students demonstrate higher educational aspirations compared to their rural counterparts, but there is no significant difference in perceived parental encouragement between rural and urban students.

Ara and Ganai (2020) investigated the emotional competence, self-esteem, and parental encouragement of both academically bright and academically dull adolescents in Kashmir. The study involved a sample of 1200 10th-grade students selected through systematic random sampling technique. The findings indicated that academically bright adolescents exhibit higher levels of parental encouragement compared to academically dull students.

Anshul and Chaturvedi (2019) investigated the impact of parental encouragement, teaching effectiveness, and self-efficacy on the academic aspirations of 800 high school students using a simple random sampling technique. They employed well-established scales for measurement, including Dr. R. R. Sharma's Parental Encouragement Scale (1987), Dr. Shashikala Deshpande's Teaching Effectiveness Scale (2001), Dr. Arun Kumar Singh and Dr. Shruti Narayan's Self Efficacy Scale (2014), and Dr. T. Pradeep Kumar's Educational Aspirations Inventory (2012). The Ex-Post Facto research design included one-way ANOVA for data analysis. Significant differences were found in academic aspirations based on levels of parental encouragement and teaching effectiveness. Higher self-efficacy was also associated with increased academic aspirations. The study emphasizes the influential role of parental encouragement, teaching effectiveness, and self-efficacy in shaping positive educational aspirations among high school students.

Lata and Kour (2019) investigated the relationship between parental encouragement and educational adjustment of adolescents. The study included a sample of 200 adolescents (100 males and 100 females) from Ludhiana district. The findings indicated no significant difference in parental encouragement between male and female adolescents. Furthermore, urban adolescents were found to receive higher levels of parental encouragement compared to their rural counterparts. The study also identified a significant and positive correlation between the educational adjustment and parental encouragement of adolescents.

Akhter and Pandey (2018) examined the influence of parental encouragement on the academic achievement of secondary level students. The study involved a sample of 100 secondary school students (10th and 12th grades) selected through simple random sampling technique. The findings showed significant difference in the composite score of parental encouragement between rural and urban secondary school students. Furthermore, male secondary school students were found to perceive higher parental encouragement compared to their female counterparts. The results also demonstrated a positive correlation between parental encouragement and the academic achievement of secondary school students.

Srilavanya and Karnan (2018) investigated the relationship between parental encouragement and the self-image of eleventh-grade students using a survey method. The study included a sample of 356 eleventh-grade students selected randomly from different schools in Tiruvallur district. The results indicated that eleventh-grade students have a moderate level of parental encouragement. Furthermore, the findings showed that female and urban secondary school students have a higher level of parental encouragement compared to their male and rural counterparts.

Rani (2018) conducted a study to assess the perceived parental encouragement of high school students, considering factors like location, caste, and parental income. The sample consisted of 200 students from Kurukshetra, Haryana, evenly distributed between rural and urban government schools. Dr. R. R. Sharma's Parental Encouragement Scale was employed to measure parental encouragement. Statistical methods, including the t-test and ANOVA, were utilized for data analysis. The results substantiated the hypotheses that there is no significant difference in the parental encouragement level based on location, caste, or parental income of students.

Sultan and Najar (2018) carried out a study to examine the relationship between parental encouragement and academic achievement among first-generation and non-first-generation high school students. The sample comprised 200 high school students (100 from each group) randomly selected from various high schools in Kashmir province. The results indicated that first-generation high school students receive lower levels of parental encouragement compared to their non-first-generation counterparts.

Yousuf and Peerzada (2018) investigated the degree of parental encouragement, self-confidence, and academic achievement among children of working and non-working mothers in Kashmir. The study included a sample of 600 secondary school children, 300 from each group (children of working mothers and children of non-working mothers), selected through simple random sampling technique. The findings indicated that children of working mothers receive higher level of parental encouragement compared to children of non-working mothers.

Nivedita and Deepika (2017) conducted a study to examine the impact of parental encouragement on the academic performance of university students, categorizing them based on their locality, either urban or rural. The sample comprises of 80 randomly selected students. Dr. R. R. Sharma's standardized Parental Encouragement Scale was utilized to assess parental encouragement levels, while academic achievement scores were based on grades from the previous class. Statistical methods, such as mean, standard deviation, and the t-test, were employed for analysis. The results indicated significant difference between rural and urban university students in terms of both parental encouragement and academic achievement. Specifically, rural university students exhibited higher levels of parental encouragement and, consequently, achieved better academically compared to their urban counterparts.

Arya and Kumar (2017) conducted a study to investigate the association between parental encouragement and the risk-taking behavior of graduate students. The sample included 600 degree college students across various streams such as Arts, Science, Education, Commerce, and Pharmacy, selected through simple random sampling. The findings indicated that, at the graduate level, female students tend to have higher levels of parental encouragement compared to their male counterparts. The results also suggested that there is no significant difference in the level of parental encouragement between male and female students enrolled in professional courses at the graduate level. Similarly, there was no significant difference in parental encouragement between male and female students pursuing non-professional courses at the graduate level.

Verma (2017) investigated the impact of family climate and parental encouragement on the academic achievement of school-going adolescents. The findings indicated a positive but statistically insignificant correlation between parental encouragement and the academic achievement of adolescent girls at a 5% level of significance. The results also showed a negative and significant correlation between parental encouragement and academic achievement for adolescent boys.

Bashir and Majeed (2016) explored the relationship between achievement motivation and parental encouragement among adolescents attending government and private schools in Anantnag district. A total of 200 adolescents aged 15 to 17 were conveniently selected for the study. The Parental Encouragement Scale by Dr. Kusum Agarwal and the Scale of Achievement Motivation developed and standardized by Dr. Pratibha Deo and Dr. Asha Mohan were utilized to measure parental encouragement and achievement motivation. Statistical techniques, such as regression and the t-test, were employed for data analysis. The results revealed a significant positive relationship between achievement motivation and parental encouragement among adolescents. Furthermore, it was found that adolescent girls in private schools exhibit higher levels of achievement motivation and parental encouragement compared to their counterparts in government schools.

Bashir and Bashir (2016) investigated the extent of parental encouragement among adolescents based on their residential background using a descriptive approach. The data were collected from 200 adolescents aged 12 to 16, selected through simple random sampling technique from various schools in Pulwama district of Kashmir Province. The parental encouragement of adolescents was assessed by using the scale developed by R. R. Sharma (2010). The results indicated that adolescents, on average, have a moderate level of parental encouragement. Furthermore, the findings also showed that urban students experience a higher level of parental encouragement compared to their rural counterparts.

Negi and Maikhur (2016) conducted a study aimed at examining the association between parental encouragement and academic performance in secondary school students from Dehradun. A total of 200 students from 11th and 12th grades were randomly selected and evenly divided into 100 male and 100 female participants. The researchers utilized the Parental Encouragement Scale developed by Dr. Kusum Agarwal to collect data. Academic achievement was determined based on the students' grades in their preceding class. The data were analysed through the t-test and Pearson's Product Moment Correlation Coefficient. The results revealed a significant correlation between parental encouragement and academic achievement, suggesting a positive influence of parental encouragement on students' academic success.

Roma and Baliya (2016) carried out a research to investigate the influence of parental encouragement on educational aspirations among senior secondary school students, taking into account their academic achievement and gender. The data were collected from 650 10th-grade students selected from different Government secondary schools in the Jammu division by employing the proportionate stratified random sampling technique. The findings indicated a positive and significant correlation between parental encouragement and educational aspirations among these students. Furthermore, the results illustrated significant gender-based differences in both parental encouragement and educational aspirations among senior secondary school students.

Sudhakar and Nellaiyapen (2016) conducted a study to investigate the influence of parental encouragement on the academic achievement of students with respect to their gender (male/female) and location (rural/urban). The study involved a sample of 400 high school students from the Tiruvallur district in Tamil Nadu, selected through the stratified random sampling method. The Parental Encouragement Tool, developed by the investigators, was employed to assess parental encouragement, while academic achievement was assessed based on students' grades in their previous classes. Various statistical procedures, including descriptive analysis, differential analysis, and correlation analysis, were employed to test the hypotheses. The findings indicated that high school students generally experience an average level of parental encouragement. The study also revealed significant gender-based differences in the level of parental encouragement among high school students. However, no significant difference was observed in the level of parental encouragement between rural and urban high school students. Moreover, a positive and significant correlation was observed between academic achievement and parental encouragement among high these students.

Singh (2016) conducted a study to explore the influence of parental encouragement on the academic achievement of students. The research comprised of 200 adolescents (100 male and 100 female) as participants, selected from ten private unaided higher secondary schools in Bathinda and Mansa districts of Punjab, affiliated with the Punjab School Education Board, Mohali. Parental Encouragement Scale, developed and standardized by Dr. Kusum Agarwal was employed to measure the level of parental encouragement among students. Moreover, a Personal Data Form, created by the researcher, was utilized to collect academic information, including the assessment of students' previous progress reports and academic scores. Statistical techniques, like mean, standard deviation, and coefficient of correlation, were applied to analyze the data. The results revealed a significant positive correlation between academic achievement and parental encouragement among higher secondary school students.

Narad and Abdullah (2016) undertook a research study to examine the degree of parental encouragement and the school environment among senior secondary school students, as well as the extent of their impact on the academic achievement of these students. The sample comprised of 300 senior secondary school girls, with 150 selected from co-education schools and another 150 from girls' schools in the Baramulla district, using a simple random sampling technique. The results indicated that senior secondary girls enrolled in girls' schools perceive higher level of parental encouragement compared to their counterparts attending co-education schools. It was also found that parental encouragement and the school environment are significantly correlated with academic achievement.

Arul Lawrence and Barathi (2016) investigated the relationship between parental encouragement and the academic achievement of higher secondary school students. The study employed survey method, and data were gathered from 350 higher secondary school students selected from 10 schools in the Thanjavur district, utilizing stratified random sampling technique. The results indicated a significant and positive association between parental encouragement and the academic achievement of higher secondary school students.

Martinez (2015) conducted a research on parental engagement and its impact on academic achievement of students. The results indicated that students whose families were highly involved demonstrated significantly better academic achievement compared to those with less involved family members.

Peerzada and Yousuf (2015) conducted a study on the relationship between parental encouragement and academic achievement among higher secondary school students in both rural and urban areas. The researchers employed the stratified random selection technique to choose a sample of 240 students from various higher secondary schools in

Srinagar and Pulwama districts. The sample included 120 students from urban areas and another 120 from rural areas. The Parental Encouragement Scale, developed by Kusum Agarwal (1999), was used to measure the level of parental encouragement, and academic achievement was assessed based on the marks obtained by the sample subjects in previous class. Statistical methods such as Mean, Standard Deviation, and t-test were utilized for data analysis. The results indicated that urban students exhibited higher levels of both parental encouragement and academic achievement compared to their rural counterparts. This difference was attributed to the fact that students from rural areas had fewer resources and a distinctive work ethic.

Hashmi et al. (2014) investigated the influence of parental encouragement on the schooling of elementary-level children in Pakistan. The study involved a randomly selected sample of 1000 eighth-grade students from the Lahore district. Data collection utilized the Parental Involvement Questionnaire (PIP). The findings revealed a significant and positive relationship between parental encouragement and schooling of the students at elementary level.

Bindu and Aruna (2014) explored the relationship between parental encouragement and process skills among secondary school students in three districts of Kerala state. The investigation considered the school management type (government/private) and location (urban/rural) as factors. The sample comprised 1000 ninth-grade students selected through stratified random sampling technique. Aruna and Bindu's Scale of Parental Encouragement was employed to assess the level of parental encouragement, while data on process skills in Social Studies were collected using Aruna and Bindu's Test of Process Skills. Statistical methods such as mean, standard deviation, t-test, and Pearson Product Moment Correlation Coefficient (r) were used to analyze the data and evaluate the hypotheses. The study identified a significant correlation between parental encouragement and process skills, particularly among urban and private school students compared to their rural and government school counterparts.

Rafiq et al. (2013) investigated the correlation between parental encouragement and academic achievement among secondary school students in Lahore, Pakistan. The sample included 150 ninth-grade students randomly selected from both government and private secondary institutions in Lahore. Data collection utilized a survey questionnaire, and the statistical technique employed was the Chi-square test. The findings indicated a significant positive impact of parental encouragement on enhancing the academic performance of children.

Hafiz et al. (2013) conducted research on the relationship between parental involvement and the academic achievement of secondary school students in Lahore, Pakistan. The study revealed that active parental involvement positively influences the scholastic achievements of their children.

Sekar and Mani (2013) conducted a study to examine parental encouragement among higher secondary school students, taking into account location and medium of instruction. The study utilized a convenience sample of 621 9th grade students from various higher secondary schools in Thiruvannamalai District. The Parental Encouragement Inventory (PEI), developed and standardized by Mohana Sekar, was employed to assess parental encouragement. Personal data were collected using a Personal Data Sheet. Statistical methods such as mean, standard deviation, and the t-test, were applied for accurate data analysis. The results indicated that students in urban areas, with English as their medium of instruction, experienced a higher level of parental encouragement compared to students in rural areas with Tamil as their medium of instruction. This difference was attributed to the more developed environment in urban areas.

Adetayo and Kiadese (2011) conducted a study on parental involvement as a predictor of students' achievement in financial accounting. The study identified a substantial correlation between parental involvement and the academic achievement of students in this subject. Furthermore, the results indicated that parental involvement was a significant predictor of students' achievement in financial accounting.

Shute et al. (2011) conducted a study to examine the connection between parental involvement and the academic achievement of secondary school students (both middle and high school levels). The investigators collected data by reviewing various sources, including books, reviews, meta-analyses, and research articles on parental involvement from databases such as ERIC, PsychInfo, EBS Cohost, and Google Scholar. The findings indicated a moderate correlation between parental involvement and academic achievement.

Conclusion

The comprehensive review of literature on "Parental Encouragement and Educational Outcomes" reveals a nuanced understanding of the intricate relationship between parental encouragement and various aspects of educational achievement and adjustment across diverse contexts. The studies consistently highlight the positive impact of parental encouragement on academic achievement, emotional well-being, and aspirations among students. The findings underscore the significance of parental involvement in shaping a supportive learning environment, with variations observed based on gender, location, socio-economic factors, and academic performance levels. The studies collectively emphasize the need for targeted interventions and support mechanisms to enhance parental encouragement, particularly for marginalized and first-generation students. Additionally, the review underscores the importance of considering cultural and regional variations in understanding parental encouragement. The identified gaps in existing research, such as the need for longitudinal studies and exploration of mediating factors, provide valuable insights for future research.

agendas. Overall, this literature review contributes to the broader understanding of how parental encouragement influences educational outcomes, offering implications for educational practitioners, policymakers, and researchers striving to foster positive learning environments and enhance student success.

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