

## Study Based On Effect Of Parental Encouragement In Academic Achievement Of High School Student Of Raipur District

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### ABSTRACT

The current study focused on high school students academic achievement in connection to their parental encouragement in Blended and Traditional mode of learning. Parents are extremely important in influencing the aspirations and success of adolescents. Family variables including parental support appear to have a greater impact on adolescents' motivation for achievement. In order to investigate the impact of parental encouragement on high school students academic achievement, the investigator decided to conduct this study. To achieve the goal of the study, the researcher used a standardized tool on Study Parental Encouragement scale developed by Dr. Kusum Agrawal. A survey was conducted on 500 samples selected from 12 schools in Raipur district, through simple random sampling technique. The results show that students in traditional and blended mode of learning males have equal parental encouragement and female have better parental encouragement than male students under traditional mode of learning. Male and female both have equal parental encouragement for blended mode of learning. Students residing in rural and urban area both have equal parental encouragement. Regarding the age of the students. In Bonferroni method of post hoc tests. The researcher observed that there was a significant difference between age 16 years to 17 years. So it was concluded that parental encouragement was high in 16 years age students.

**KEYWORDS:** Blended learning, Traditional learning, Parental Encouragement

### INTRODUCTION:

Recently, parents have been actively assisting and guiding their children to improve their academic performance so that they would not give up when confronted with a difficult task. In order to prevent discouragement during challenging times, parents coach and support their children while also creating the ideal home environment for their children's academic and psychological growth. Test results, academic success, attitude, and behaviour are found to be better in children who receive parental encouragement towards academics and other activities than in children who receive parental rejection.

### PARENTAL ENCOURAGEMENT:

Parenting is the family enrolment system that consists of the attitudes and values of the parents in a world that is getting more competitive and where quality of performance is essential to personal advancement. (AnuradhaKotnala, 2014) very specifically defined the term parental encouragement in the context of education, saying that it occurs "Any time a parent expresses approval or appreciation for a student's educational endeavors, dispels any anxiety the student may be experiencing, or instructs him in the right and wrong, they are providing a glimpse of parental encouragement."

### REVIEW OF RELATED LITERATURE:

(Fayaz, 2023) Parental encouragement refers to the actions parents take to guide their child's conduct toward greater academic achievement. This study uses a sample of 300 secondary school learners from the south Kashmiri district of Anantnag, using a stratified random sampling technique who were evenly dispersed by gender as well as location. The Parental Encouragement Scale by Dr. Kusum Aggarwal (1999), the Educational Adjustment Inventory by S. Rani and B.B. Singh, and the student's prior year grades were used to determine academic achievement. The study's conclusions showed a substantial variation in parental support based on gender and geography, with boys and urban children benefiting more from the outcome. Additionally, a strong positive association between parental support as well as academic accomplishment as well as educational adjustment and academic achievement was discovered.

(Palanisamy, 2021). The purpose of the research was to examine the relationship among academic success of secondary school students as well as parental involvement encouragement. The proper data were collected using the parental encouragement scale along with survey research approach from 160 students in higher secondary school. The primary conclusions of the study demonstrate that parental support significantly affects students' academic success.

(Sahoo, Jayadeba Gogo & Tamuli, 2021) The current study was done to investigate the connection between high school students' academic success and parental support. The Parental Encouragement Scale (PES), created and standardized by R.R. Sharma in 1988, was given to a sample of 100 respondents who were chosen at random from five Assamese schools

based on their gender and the schools' location. The respondents' marks from the ninth yearly test were gathered from their academic records. The product moment coefficient of correlation and t-value yielded the definitive result that parental encouragement between high school students is not significantly different based on a student's gender or location. Regarding students' academic achievement, there was no discernible variation based on their gender or place of residence. The findings also showed that parental support and high school students' academic success are positively and significantly correlated.

(Naite, 2021) The goal of this study was to investigate how parental involvement affects students' academic performance. Furthermore, the study aimed to investigate the findings of the extant literature review regarding the correlation among parental involvement and academic achievement in children. The current investigation with 12 parents was conducted at Bangkok, Thailand's Crescent International School. In order to gauge the degree of parental involvement, a questionnaire regarding the demographic information of parents was given out and interviews were done. The findings showed that there was no relationship between a parent's income and how involved they're in their child's education.. The primary conclusions of this study showed that, in comparison to students whose parents had no interest in their education, students with parents who were actively involved performed better academically and scored higher on tests across all subject areas. (Islam & Chakrabarty, 2020)The objective of this research was to investigate the correlation between key familial variables and children's academic motivation and accomplishment. A total of 180 students from a school were chosen using the purposive sample approach. This investigation employed the Academic Motivation Questionnaire as a research instrument. All familial characteristics, with the exception of family type, had an enormous effect on both children's academic motivation and accomplishment.

(Hassan & Nagarjuna, 2020)The purpose of the current study was to investigate the relationship among academic achievement, academic motivation, as well as parental encouragement among learners in the IX class in secondary educational institutions in the Prakasam District. In this research, a descriptive survey approach was employed with Two hundred standard IX students from both Telugu as well as English-medium, represent the sample through stratified random sampling.. The findings showed that academic achievement of IX class students in the secondary schools in the Prakasam district is positively and significantly correlated with parental encouragement.

(Smokoska, 2020). The objective of this research was to determine the extent of parental participation and academic success among students from different ethnic backgrounds enrolled in a multicultural school located in the suburbs of Chicago. A total of 41 parents and students were included in the research The questionnaires were analysed in conjunction with the students' final English and science MAP scores, as well as their English grades. The study revealed a significant positive association between parental participation and the academic success of students, as determined by Pearson correlation analysis

(Paler et al., 2019) examined in relation to "Students' Task Performance and Parenting Style." The term "parenting style" describes the methods used by parents to raise their kids. The effects of parenting styles on students' performance on tasks are the primary objective of this research. The purpose of this study was to investigate how senior high school students at Jagobiao National High School learn and their parenting practices. The findings showed a relationship between students' academic success and parenting practices.

(Rani, 2018) Parents have an important role to their child's overall development. An important factor in determining a child's attitude, behavior, and self-image is parental encouragement. Adolescence is a time of profound transition. Adolescents who suffer from anxiety as well as associated issues during their adolescence need the support as well as encouragement of their parents, as these issues can cause low self-esteem, depression, and damage to relationships with peers and family. The sample consisted of 200 students, 100 from rural as well as 100 from urban schools in Kurukshetra District, Haryana, ages 14 to 16 (class 9 and 10). The data was gathered using the Parental Encouragement Scale (PES, which stands), created by Dr. R.R. Sharma. The data was analysed using the t-test and ANOVA. The results demonstrated that parental encouragement for high school students does not vary significantly based on factors such as parental income, caste, or location.

(Nivedita et al., 2017)The goal of the current study was to compare, contrast, and examine the relationship between 40 urban and rural students' academic achievement and their parents' support. The findings demonstrated that rural students outperform their urban counterparts. based on scholastic performance. The study suggests that a child's academic achievement will improve if their parents support them.

(Kumar Jaiswal, 2017) study sought to analyze the function of parental participation using some empirical research findings. Therefore, as every piece of research has indicated, parents who are actively involved in the education of their children form the third link in a triangle with their children's teachers, helping to create the conditions that are essential for the achievement of their children. The study proposed a few techniques for raising parental engagement with the objective to create a strong parent-school relationship for improving the child's academic achievement.

(Đurišić & Bunijevac, 2017)The initiation of parental engagement in a child's education starts inside the confines of the household, wherein parents provide a nurturing, secure, and conducive environment, alongside providing appropriate avenues for acquiring knowledge and fostering a constructive attitude towards education. The results suggest that parental influence had a significant role in shaping the development of their children.

(Barathi, 2016)The aim of this research was to examine the effect that parents have on their children's motivation to succeed in school. The survey method was used to study about 350 students. Findings indicated that a positive association exists between parental support & academic success among secondary school students.

(Y. Shukla et al., 2015) This study investigated the relationship between students' personal goal orientations and persistence in mathematical concepts in the classroom as well as their perceptions of the parental support they receive at home. According to these results, students' academic motivation and persistence for mathematics in the classroom have a significant positive correlation with at-home parental encouragement for learning. Over time, this may lead to an improvement in high school students' mathematical achievement

(Rajeshwari, 2015)The purpose of this research was to ascertain the impact of parental assistance on the emotional quotient of secondary school children. For the purpose of the research, investigators chose to use the normative survey technique on a sample of 200 students in ninth grade at government secondary schools. According to the findings, there was significant variation between the parental influence and emotional quotient of boys and girls

(Kishor, 2014)The primary goal of the current investigation was to ascertain how parental support affected high school students' academic performance. There were 200 high school students in the sample, 100 of whom attended public schools and the remaining 100 attended private ones. To achieve the goals of the current study, the parental encouragement scale created and standardized by Dr. R.R. Sharma was employed. The "t" test and the product moment coefficient of correlation have been employed in descriptive statistics to evaluate the hypotheses. The findings showed that there were notable differences between academic achievement and parental support between government and private high school students. The study also showed that the academic performance of government as well as private high school students is significantly and favorably correlated with parental encouragement.

(Sekhar & Mani, 2013) The present research focuses on parents' perceptions of their responsibilities and how they assist higher secondary students. Students fail academically and turn into outlaws. Therefore, an effort was made to find out what parental encouragement means for upper secondary children. The goal of this research was to determine how supportive their parents were of their +1 biology students. Six hundred and twenty-one XI standard students from Tamil Nadu's Tiruvannamalai District make up the sample. Parental support has, however, varied considerably between higher secondary biology students in rural and urban areas. Parental encouragement in addition varies significantly between Tamil and English medium higher secondary biology students. The higher secondary Tamil as well as English students varied significantly in terms of parental encouragement. Additionally, parents encourage English-medium learners more than Tamil-medium students do.

(Cai, 2003)Research indicated that parents' active participation was a statistically significant indicator of how well their child will do in maths, and it also helped with behaviour problems and mental growth. The School Environment Inventory, which was made by Misra, K. S. (2012), was used to gather information. They used the total percentage of marks from the previous test to measure academic achievement. The results showed that private secondary school students were very different from government secondary school students on the "Acceptance" factor of the school setting. However, there were no significant differences between the two groups on the average score. Also, secondary school students from private schools did better in school than students from government schools

#### **STATEMENT OF THE PROBLEM :**

The statement of the present study is “ STUDY BASED ON EFFECT OF PARENTAL ENCOURAGEMENT IN ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENT OF RAIPUR DISTRICT”

#### **OPERATIONAL DEFINITION OF THE KEY TERMS**

##### **Parental Encouragement:**

Parental encouragement refers to the care, consent, and advice given by parents to a teenager in an effort to increase the likelihood that further instances of high performance will occur. It placed a strong emphasis on parents' roles as collaborators in their children's education and effective advocates for their children's participation in educational endeavours. Additionally, it enables individuals to manage life's challenges and upcoming troubles. It entails a variety of activities, including learning about reinforcement, personality traits, interpersonal interaction, and the growth and developmental process in depth.

##### **Academic Achievement:**

Dictionary of Psychology by Chaplin (1959) defines educational or Academic Achievement as specified level of attainment or proficiency in academic work as evaluated by the teachers, by standardized tests or by a combination of both. Bhatnagar R.P. (1969) considers Academic Achievement or Academic Performance of students as an aspect of their total behaviour. It is the product of the interaction of the student, as an individual with his environment, namely school, teachers and peers.

##### **Blended learning**

Blended learning incorporates both real-world experiences and technology. As the name suggests, it combines printed instructions with traditional study materials with teacher-led instruction via face-to-face interactive sessions, web-based assessments that include feedback and results, and computer-mediated instruction, which includes digital, visual, and e-learning.

### **Traditional learning**

In traditional classroom students can directly share their views and clearly their own queries with the teacher, thus getting their questions answered right away. In classroom learning the teachers can know the students and evaluate their strengths and weakness better, act as mentor, and guide students in their career possibilities Traditional Classrooms are highly interactive A pre-planned curriculum is set for these traditional classrooms and the teacher follows the same. Regular tests are Conducted to test the understanding of the students of the curriculum. Traditional classroom have a schedule and the student is expected to follow the same to learn a particular subject or lesson.

**OBJECTIVES OF THE STUDY** This research aimed at achieving the following:

- To study the Parental Encouragement of traditional and blended mode of learning in male students in Raipur, Chhattisgarh.
- To study the Parental Encouragement of traditional and blended mode of learning in Female students in Raipur, Chhattisgarh.
- To study the Parental Encouragement of traditional mode of learning in male and female students in Raipur, Chhattisgarh.
- To study the Parental Encouragement of blended mode of learning in male and female students in Raipur, Chhattisgarh.
- To study the Parental Encouragement of Rural and Urban area students in Raipur, Chhattisgarh.
- To study the Parental Encouragement of students of different ages in Raipur, Chhattisgarh.

### **HYPOTHESES OF THE STUDY:**

- There was no significant difference between the Parental Encouragement of traditional and blended mode of learning in male students in Raipur, Chhattisgarh.
- There was no significant difference between the Parental Encouragement of traditional and blended mode of learning in Female students in Raipur, Chhattisgarh.
- There was no significant difference between the Parental Encouragement of traditional mode of learning in male and female students in Raipur, Chhattisgarh.
- There was no significant difference between the Parental Encouragement of blended mode of learning in male and female students in Raipur, Chhattisgarh.
- There was no significant difference between the Parental Encouragement of Rural and Urban area students in Raipur, Chhattisgarh.
- There was no significant difference between the Parental Encouragement of students of different ages in Raipur, Chhattisgarh.

### **DELIMITATION OF THE STUDY:**

The present study was delimited to 500 students of the 12 C.G.Board schools of both Rural and Urban area of Raipur district in Chhattisgarh state.

### **METHODOLOGY**

The present piece of research falls under descriptive survey research method. It was a survey method, because here the researcher made a survey on 12 schools, 500 students selected from Raipur district in Chhattisgarh state. The main purpose of this study was to investigate the current status of mode of learning in school education and to examine the Academic achievement high school students getting Parental Encouragement.

### **METHOD OF THE STUDY:**

The study was carried out through qualitative method. Survey would be conducted to study the effect of Parental encouragement on academic achievement of male and female high school students in Raipur district.

### **POPULATION OF THE STUDY:**

The population of the study consists of 2356 schools of Raipur district, where the total number of students are 4,65,621.

### **SAMPLE OF THE STUDY:**

The sample of the study consists of 12 schools of Raipur district, with the total number of 500 male and female students from Rural and Urban area schools would be selected in Raipur district in Chhattisgarh state.

**SAMPLING OF THE STUDY:**

In this present study the researcher used simple random sampling to collect data from population.

**STATISTICAL TECHNIQUES:**

Data collected for the study was analyzed using descriptive statistics and independent samples t-test to obtain the significant difference between the mean score of Parental encouragement. Besides quantitative analysis of data, method of qualitative analysis was used in the study.

**TOOL OF STUDY:**

The researcher has used a standardized tool on Parental Encouragement Scale developed by Dr. Kusum Agrawal.

**DATA ANALYSIS:**

In Data Analysis based on Parental Encouragement. The data was analysed using descriptive statistics and independent samples t-test to obtain the significant difference between the mean score of Parental Encouragement. All demographic data was represented through frequency tables and bar charts.

Section -1 Descriptive statistics

Section – 2 independent samples t-test

**4.2 Section – 1**

**Table No. 4.2.1: Distribution of Class**

Class	No. of Students	Percent
IX	240	48.0
X	260	52.0
Total	500	100.0

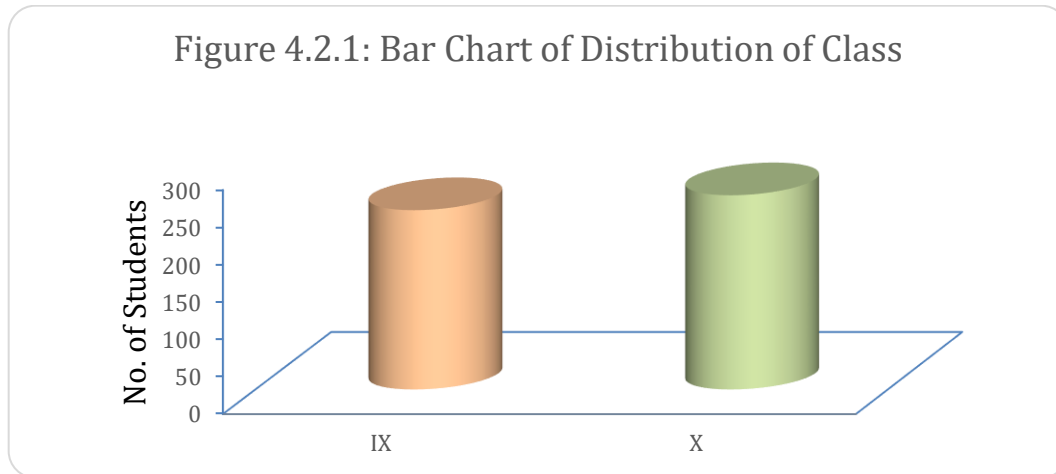


Table no. 4.2.1 and Figure 4.2.1 represents distribution of Class of students. Above result reveals that out of 500 Students, 48.0% students were studying in Class IX and remaining 52.0% in Class X.

**Table No. 4.2.2: Distribution of Mode of Learning**

Mode of Learning	Frequency	Percent
Traditional	250	50.0
Blended	250	50.0
Total	500	100.0

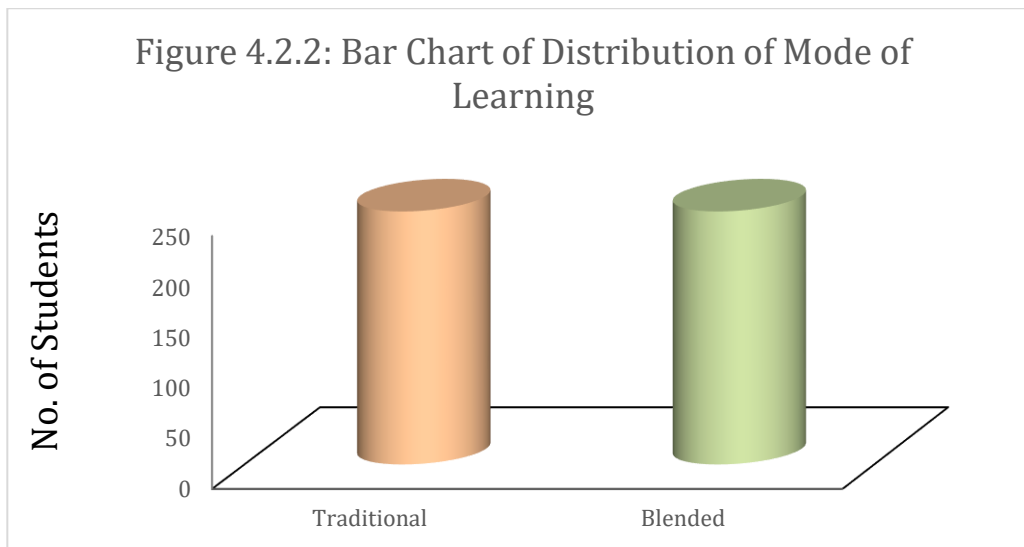


Table no. 4.2.2 and Figure 4.2.2 represents distribution of Mode of Learning of students. Above result reveals that out of 500 Students, 50.0% were belonging from Traditional learning mode and remaining 50.0% were belonging from Blended learning mode.

**Table No. 4.2.3 Distribution of Residence**

Residence	Frequency	Percent
Rural	238	47.6
Urban	262	52.4
Total	500	100.0

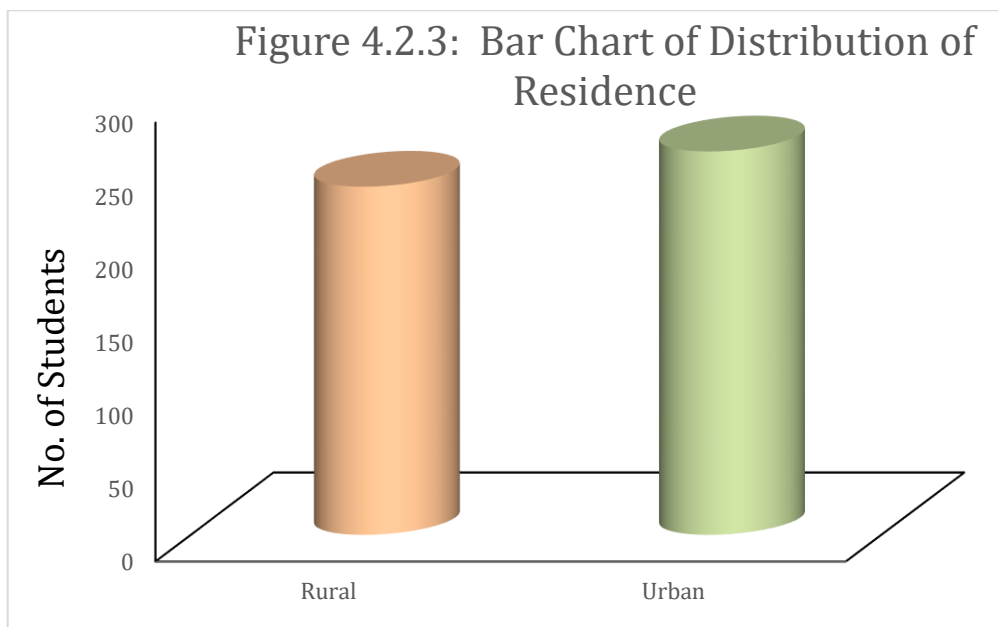


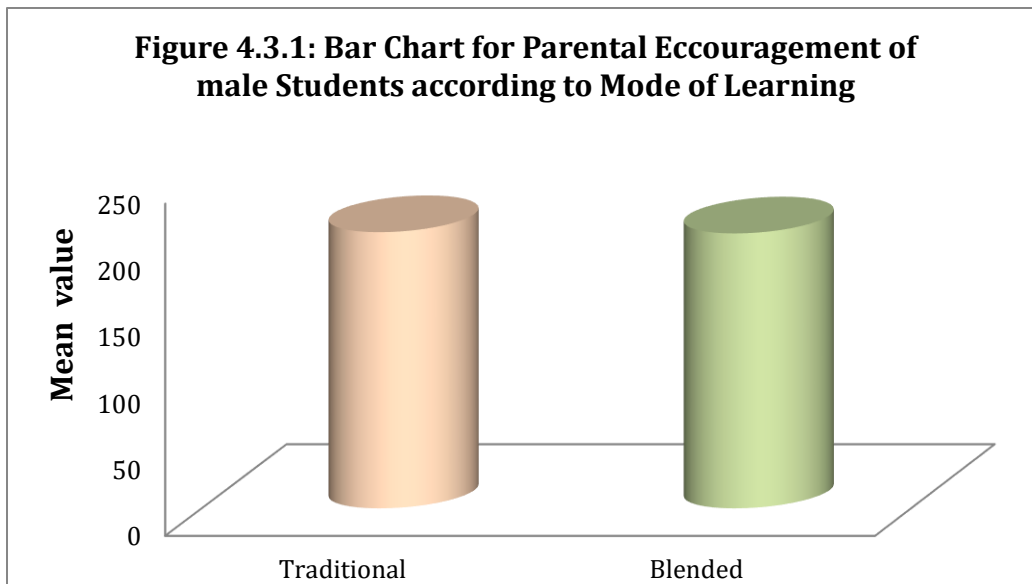
Table no. 4.2.3 and Figure 4.2.3 represents distribution of residence of students. Above result reveals that out of 500 Students, 47.6% student were from rural area and remaining 52.4% student were from urban area. We observed that in our data urban areas students were little more than that of rural.

**4.3 Section -2**

**Hypothesis 1: There was no significant difference between the Parental Encouragement of traditional and blended mode of male students .**

**Table No. 4.3.1:** Comparison of Parental Encouragement of traditional and blended mode of male students

Mode of Learning	Parental Encouragement			t value	df	p value
	N	Mean	Std. Deviation			
Traditional	125	207.79	19.501	0.272	498	0.786
Blended	125	206.85	33.621			



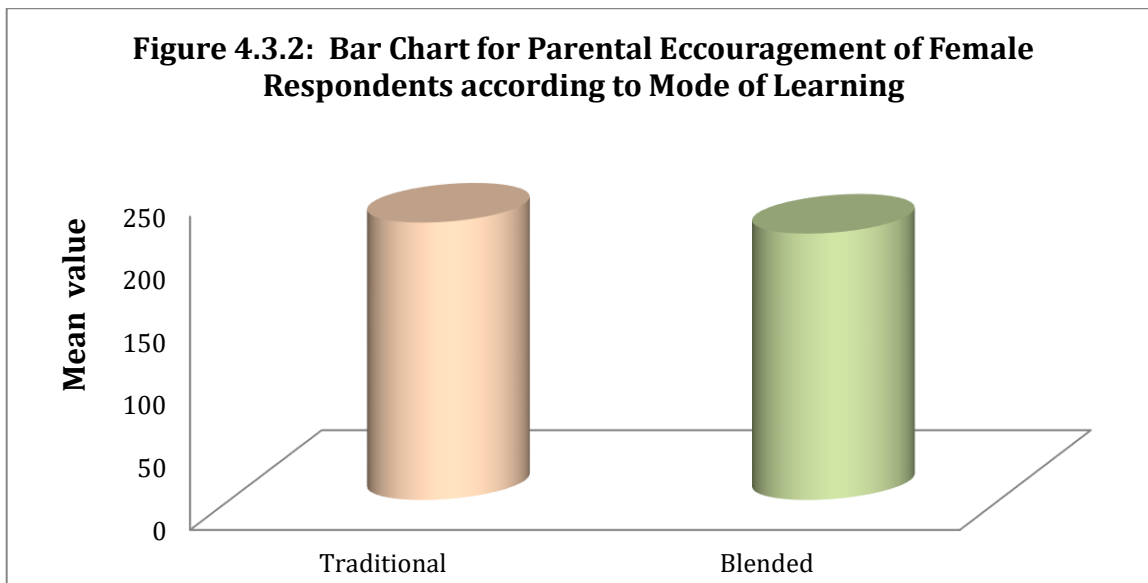
Above table and graph represents comparison of parental encouragement of male students between traditional and blended mode of learning. The mean score and standard deviation of traditional learning was 207.79 and 19.501 respectively. Similarly, the mean score and standard deviation of blended learning was 206.65 and 33.621 respectively. A t value at 498 degrees of freedom was 0.272 and its p value was 0.786. p value indicates that our null hypothesis has been accepted and parental encouragement was not significantly differ between traditional and blended mode of learning in male students.

Hence, we conclude that traditional and blended modes of learning both have equal parental encouragement for male students.

**Hypothesis 2: There was no significant difference between the Parental Encouragement of traditional and blended mode of learning in female students.**

**Table No. 4.3.2:** Comparison of Parental Encouragement of traditional and blended mode of female students

Mode of Learning	Parental Encouragement			t value	df	p value
	N	Mean	Std. Deviation			
Traditional	125	221.44	18.894	2.644	498	0.009
Blended	125	212.62	32.177			



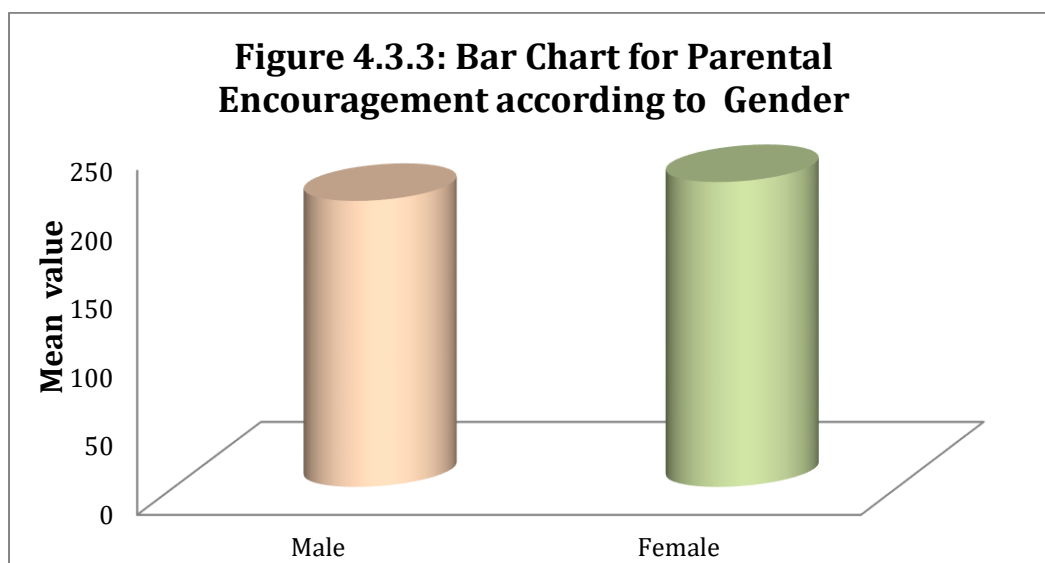
Above table and graph represents comparison of parental encouragement of female students between traditional and blended mode of learning. The mean score and standard deviation of traditional learning was 221.44 and 18.894 respectively. Similarly, the mean score and standard deviation of blended learning was 212.62 and 32.177 respectively. A t value at 498 degrees of freedom was 2.644 and its p value was 0.009. p value indicates that our null hypothesis has been rejected and parental encouragement was highly significantly differ between traditional and blended mode of learning in female students.

Hence, we conclude that parental encouragement was better in traditional learning than blended learning for female students.

**Hypothesis 3: There was no significant difference between the Parental Encouragement of traditional mode of in male and female.**

**Table No. 4.3.3:** Comparison of Parental Encouragement of traditional mode of learning between male and female

Gender	Parental Encouragement			t value	df	p value
	N	Mean	Std. Deviation			
Male	125	207.79	19.501	5.620	498	0.000
Female	125	221.44	18.894			





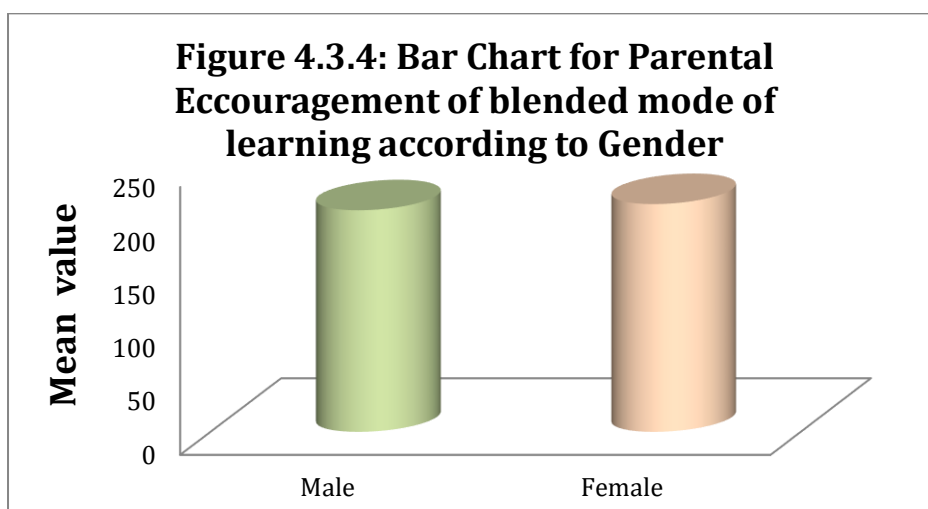
Above table and graph represents comparison of parental encouragement of traditional mode of learning between male and female students. The mean score and standard deviation of male students was 207.79 and 19.501 respectively. Similarly, the mean score and standard deviation of blended learning was 221.44 and 18.894 respectively. A t value at 498 degrees of freedom was 5.620 obtained and its p value was 0.000. p value indicates that our null hypothesis has been rejected and parental encouragement of traditional mode of learning was highly significantly differ between male and female.

Hence, we conclude that female have better parental encouragement than male students under traditional mode of learning.

**Hypothesis 4: There was no significant difference between the Parental Encouragement of blended mode of learning in male and female.**

**Table No. 4.3.4:** Comparison Parental Encouragement of blended mode of learning between male and female

Gender	Parental Encouragement			t value	df	p value
	N	Mean	Std. Deviation			
Male	125	206.85	33.621	1.386	498	0.167
Female	125	212.62	32.177			



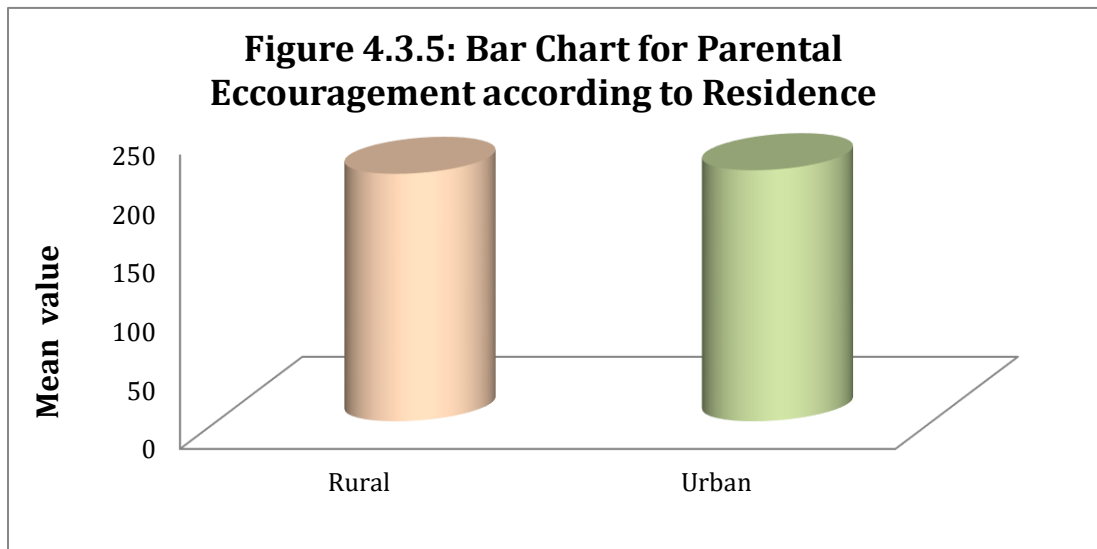
Above table and graph represents comparison of parental encouragement of blended mode of learning between male and female students. The mean score and standard deviation of male students was 206.85 and 33.621 respectively. Similarly, the mean score and standard deviation of blended learning was 212.62 and 32.177 respectively. A t value at 498 degrees of freedom was 1.386 obtained and its p value was 0.167. p value indicates that our null hypothesis has been accepted and parental encouragement of blended mode of learning was not significantly differ between male and female.

Hence, we conclude that male and female both has equal parental encouragement for blended mode of learning.

**Hypothesis 5: There was no significant difference between the Parental Encouragement of rural and urban area students .**

**Table No. 4.3.5:** Comparison Parental Encouragement according to their residence

Residence	Parental Encouragement			t value	df	p value
	N	Mean	Std. Deviation			
Rural	238	210.57	28.560	1.244	498	0.214
Urban	262	213.63	26.421			



Above table and graph represents comparison of parental encouragement between rural and urban students. The mean score and standard deviation of rural students was 210.57 and 28.56 respectively. Similarly, the mean score and standard deviation of urban students was 213.63 and 26.421 respectively. A t value at 498 degrees of freedom was 1.244 and its p value was 0.214. p value indicates that our null hypothesis has been accepted and parental encouragement was not significantly differ between rural and urban students.

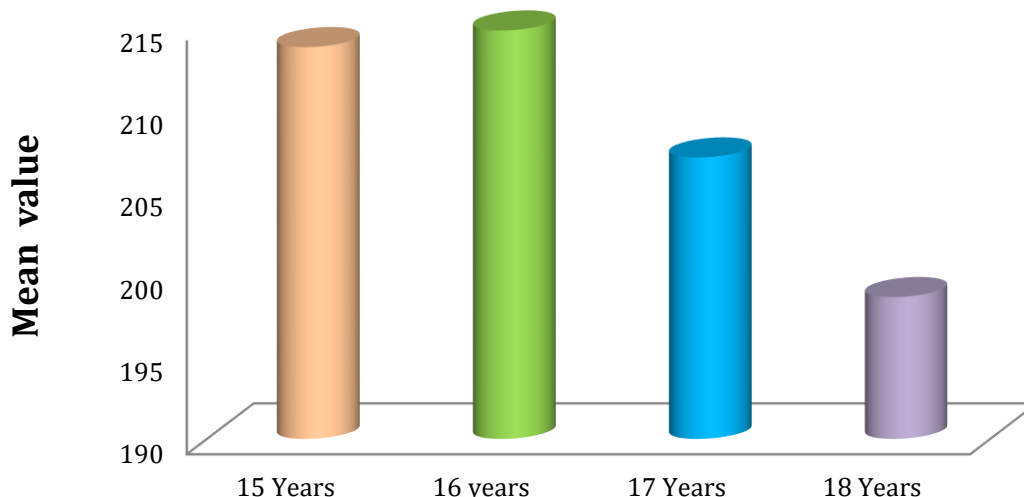
Hence, we conclude that Parental Encouragement of rural and urban area students was equal.

**Hypothesis 6: There was no significant difference in Parental encouragement of students of different ages .**

**Table No. 4.3.6: Comparison of parental encouragement according to their age**

Age	Parental Encouragement			F value	df	p value
	N	Mean	Std. Deviation			
15 years	102	213.71	25.772	3.181	(3, 496)	0.024
16 years	256	214.72	28.684			
17 years	133	207.02	26.036			
18 years	9	198.56	19.963			
Total	500	212.17	27.475			

**Bar Chart for Parental Encouragement according to Age**



Above table and graph represents comparison of parental encouragement among different ages of students. The mean score and standard deviation of 15 years students was 213.71 and 25.772, the mean score and standard deviation of 16 years students was 214.72 and 28.684, the mean score and standard deviation of 17 years students was 208.56 and 28.684 and the mean score and standard deviation of 18 years students was 198.56 and 19.963, respectively. A F value at (3,496) degrees of freedom was 3.181 and its p value was 0.024. p value indicates that our null hypothesis has been rejected and parental encouragement was significantly differ among different ages.

Since null hypothesis has been rejected in one way ANOVA, we must have to calculate post hoc tests. We have used Bonferroni method of post hoc tests.

**Post Hoc Tests**

Dependent Variable: Parental Encouragement Bonferroni

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
15.00	16.00	-1.017	3.196	1.000
	17.00	6.691	3.593	.379
	18.00	15.150	9.492	.667
16.00	15.00	1.017	3.196	1.000
	17.00	7.708	2.918	.051
	18.00	16.167	9.257	.488
17.00	15.00	-6.691	3.593	.379
	16.00	-7.708	2.918	.049
	18.00	8.459	9.402	1.000
18.00	15.00	-15.150	9.492	.667
	16.00	-16.167	9.257	.488
	17.00	-8.459	9.402	1.000

Above table represents that p value was found significantly differ for age in above ANOVA table so we have to calculate post hoc test, so that to infer clear conclusion about data. In above table, we observed that significantly difference between age 16 years to 17 years. So we conclude that parental encouragement was high in age 16 years.

**CONCLUSION:**

In the present study the Researcher concludes that students in traditional and blended mode of learning males have equal parental encouragement. Here ,the null hypothesis was accepted. Parental encouragement was better in traditional learning than blended learning for female students and so female have better parental encouragement than male students under

traditional mode of learning. Here, the null hypothesis was rejected. Male and female both have equal parental encouragement for blended mode of learning. Students residing in rural and urban area both have equal parental encouragement. Here the null hypothesis was accepted. Regarding the age of the student Since null hypothesis has been rejected in one way ANOVA, the researcher calculated post hoc tests. The researcher used Bonferroni method of post hoc tests. The researcher observed that there was a significant difference between age 16 years to 17 years. So it was concluded that parental encouragement was high in age 16 years. It is possible that with the active role of the parents in guiding their children in educational aspirations the students may gain self assurance which will boost their academic performance and grades, by offering words of praise and positive reinforcement. Mainly for adolescents the parental support is essential. Parents must guide their children depending on their abilities, interests, education, and professional objectives.

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