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## Influence of parental encouragement on academic achievement of college students

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### Abstract

The survey method was conducted to study the parental encouragement and academic achievement of college students in UAS Dharwad campus. The stratified random sampling technique was used for selecting the sample from the population. The sample consists of 120 adolescents from Community Science College. Objective was to know the influence of parental encouragement on academic achievement of adolescents and to find out the factors influencing on parental encouragement of adolescents. Parental Encouragement Scale developed by Kusum Agarwal (1999), previous years scores were taken for the consideration of academic achievement and Kuppusswamy modified version 2021 SES scale was used to know the socio demographic profile of participants. The results revealed that familial factors significantly influenced the parental encouragement for students. Adolescents had high level of parental encouragement and significant association was found between adolescents in their parental encouragement. There is significant relationship between parental encouragement and academic achievement of higher secondary school students.

**Keywords:** Parental encouragement, academic achievement, personality, familial factors, socioeconomic status

### Introduction

Parents always want the best for their child and always want their child to live a better life than they did. Parents provide as many resources to their children as they can, sometime this can also be negative to the child's education. Parental encouragement is the inspiration given by the parents to their children for their active involvement in academic life. Parental encouragement plays an important role in the formation of life of children. It also enables them to face the future challenges of life. It involves a number of things like deep understanding of developmental process and learning of temperaments, intelligent, personality patterns, inter personal action and socialization etc. Not all learning happens in school; some takes place at home. To ensure those students are encouraged or motivated to learn at home.

Parental encouragement in adolescent education is essential for children to be successful in school and later in their lives. Studies have shown (Lawrence and Barathi, 2016) <sup>[12]</sup> that parental encouragement and involvement in education is associated with (i) better grades and test scores, (ii) better attendance, (iii) higher rates of homework completion, (iv) increase in positive attitudes and behaviours at school and at home, (v) higher graduation rates, (vi) higher college attendance rates, (vii) greater overall student achievement, (viii) better attitude toward school and individual subject areas, (ix) more time to spent on homework and studying, and (x) better self-concept etc. ([www.msu.edu](http://www.msu.edu)).

Parental encouragement is one of parental treatment patterns that help the adolescents, guide them, so that they may not feel disheartened at a particular point of difficulty. It is an important input in developing psychological as well as academic behaviour of a child. In other words it refers to behaviour pattern of parents in child rearing practices to enhance the possibilities of future occurrences of good behaviour in young generation by care, concern, approval and guidance (Sharma, 1988).

Desforges (2003) have explained about three factors: (i) Parental support (e.g. the provision of parenting skills training, advice and guidance for parents) (ii) Family learning (e.g. as a parent of Governor, regarding children, encouragement and help with homework); (iii) Parent's level of education have the positive impact on adjustment and school performance. A study conducted on the importance of home environment and parental encouragement in the academic achievement of African-Canadian youth. The results revealed that parental encouragement and supportive home environment had positive influence on educational

achievement and adjustment of the African Black students (Codoe, 2007)<sup>[5]</sup>.

Parental expectation and parental beliefs are positively associated with children's school achievement (Areepattamannil, 2010)<sup>[2]</sup>. Students need full support, participation and encouragement of the parents to maximize the academic performance (Ghazi, 2010)<sup>[7]</sup>. Paternal involvement and encouragement was positive significant relationship with school performance of the children (Kazmi, 2011)<sup>[9]</sup>. Mani (2013)<sup>[16]</sup> found that rural and urban higher secondary biology students have significantly differed in parental encouragement.

Parental encouragement is most important factor in contributing the life of present generation. This is because the norms of society are learned by the child, firstly in family and then at school. Children of parents who are affectionate also develop the trait of co-operation, emotional stability, obedience and cheerfulness but children from strict parental behaviour have bad traits as non-co-operation, quarrelsome spirit etc. (Anderson; 2003).

### Significance of the study

Adolescence is the transition period from childhood to adulthood. One can encounter stress and storm during this period due to physical, emotional intellectual and social change. The concentration diversion would also be the result if they are not trained properly. To flourish in the academic aspect the children should prepare all efforts to study systematically. The external diversion should also be controlled to provide conducive environment for the children to study all these things. Parents love, care and guidance will bring out tremendous change in the behavior of the children.

The present study focuses on the parental encouragement and academic achievement of adolescents. This study is the best and the need of the hour to bring out the different background dwelling in socio-economic status, educational status, influence the academic aspect of their children. The present study is the unique one to explore and present in what way and how parental encouragement brings change in academic achievement of adolescents.

### Operational Definition

**Parental Encouragement** refers to the general process undertaken by the parents to initiative and directs the behaviour of the children towards high academic achievement in higher secondary level.

**Academic Achievement** means how the students perform in the examination and how much marks he gets from the quarterly examination. The total mark earned by the student in quarterly examination is the academic achievement of the students.

### Objectives

1. To know the influence of parental encouragement on academic achievement of adolescents
2. To find out the factors influencing on parental

encouragement of adolescents

### Methodology

We have adopted the survey method of research to study the parental encouragement and academic achievement of higher secondary school students in UAS Dharwad campus. The stratified random sampling technique was used for selecting the sample from the population. The stratification was done on the basis of gender, locality of students. The sample consists of 120 adolescents from Community Science College.

### The tools used for the present study

**1. Parental Encouragement Scale developed by Kusum Agarwal (1999)**<sup>[1]</sup>: the APES may be administered individually as well as in the group. There is no fixed time limit for the response. But usually respondents take 40 to 50 minutes for filling the whole scale. The instructions on the scale form should be made clear by the administrator to the respondents.

The scale can be scored accurately by hand. The responses of the subjects were assigned numerical values ranging from 1 to 5. Depending upon the degree of perceived parental encouragement.

Scoring the scale items

Always	Most often	Frequently	Sometimes	Never
5	4	3	2	1

Thus, the total weighted score of APES ranges from 80 to 400. The total weighted score, if high reveals greater amount of parental encouragement, whereas lower scores indicate lower degree of parental encouragement.

### 2. Previous years scores were taken for the consideration of academic achievement

Kuppuswamy modified version 2021 SES scale was used to know the socio demographic profile of participants. This scale was devised by Kuppuswamy and is the most widely used scale for determining the socio-economic status of an individual or a family in urban areas. 6 Initially, the scale was formulated for determining SES of an individual, but later on, it was modified to determine SES of a family rather than an individual. 7 The scale was initially developed by Kuppuswamy in the year 1976 including index parameters like education, occupation, and total income which was further modified in later years to include head of families' educational status, occupational status and overall aggregate income of the whole family, pooled from all sources. The Kuppuswamy SES has included 3 parameters, and each parameter is further classified into subgroups and scores have been allotted to each subgroup which have been defined later in this paper. The total score of Kuppuswamy SES ranges from 3 to 29 and it classifies families into 5 groups, "upper class, upper middle class, lower middle class, upper lower and lower socio-economic class."

**Results and Discussion**

**Table 1:** Socio demographic characteristics of the college students

	Category	Frequency	Percentage
Age (in years)	18	16	13.3
	19	92	76.7
	20	12	10.0
Locality	Urban	60	50.0
	Rural	60	50.0
No of siblings	No sibling	16	13.3
	One sibling	68	56.7
	2 and more	36	28.0
Fathers education	Illiterate	4	3.3
	Middle school	28	23.3
	Intermediate or diploma	32	26.7
	Graduate	52	43.3
	Post graduate	4	3.3
Mothers education	Primary school	9	6.7
	Middle school	56	46.7
	Intermediate or diploma	20	16.7
	Graduate	36	26.7
Fathers occupation	Skilled labourer, elementary worker	4	3.3
	Trade workers/craft	8	6.7
	Skilled agriculture	72	60.0
	Businessman/shop/market sales worker	24	20.0
	Officials/managers	12	10.0
	House wife	108	90.0
Mothers occupation	Agricultural workers	4	3.3
	Market sales workers/ businessman	8	6.7

Table 1 indicates that the college student belongs to the age group of 18-20 years. Equal number of students belongs to the both rural and urban area. Majority of the students had one sibling followed by two or more siblings. With respect fathers education majority of the fathers completed their graduation followed by intermediate diploma. Majority of the mothers had middle school and they were housewives. Most of the fathers having agriculture as their occupation.

**Table 2:** Percentile scores of Academic achievement of college students

	Category	Frequency	Percentage
Academic achievement	90-95	48	40.0
	85-90	48	40.0
	84-75	24	20.0

**Table 3:** Familial factors and academic achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Significance.
	B	Std. Error	Beta		
(Constant)	2.864	.126		22.686	.000
Locality	.000	.040	.000	.000	1.000
no of siblings	-.004	.027	-.012	-.133	.895
Fathers education	-.060	.013	-.377	-4.575	.000
Mothers education	.045	.016	.258	2.777	.006
Fathers occupation	.010	.013	.067	.775	.440
Mother occupation	-.008	.017	-.043	-.435	.664
Percentage of previous class %	.080	.029	.239	2.725	.007

ANOVA

Model	Sum of Squares	df	Mean Square	F
Regression	2.105	7	.301	6.280
Residual	5.362	112	.048	
Total	7.467	119		

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.531 <sup>a</sup>	.282	.237	.219

Table 3 represents the variables that significantly predict the parental encouragement. the hierarchical multiple regression was performed where the parental encouragement was the dependent variable and ), percentage of previous class %, urban/rural, fathers education, no of siblings, fathers

occupation, mothers education, mother occupation are independent variables. ANOVA results indicate that the familial factors significantly influenced the parental encouragement for students.

**Table 4:** Mean, SDs of parental encouragement of college students.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Significance
Locality	Between Groups	.000	1	.000	.000	1.000
	Within Groups	30.000	118	.254		
No of siblings	Between Groups	.343	1	.343	.455	.501
	Within Groups	88.857	118	.753		
Fathers education	Between Groups	35.438	1	35.438	16.307	.000
	Within Groups	256.429	118	2.173		
Mothers education	Between Groups	23.810	1	23.810	12.495	.001
	Within Groups	224.857	118	1.906		
Fathers occupation	Between Groups	2.438	1	2.438	.868	.353
	Within Groups	331.429	118	2.809		
Mother occupation	Between Groups	1.867	1	1.867	.933	.336
	Within Groups	236.000	118	2.000		
Academic achievement	Between Groups	5.486	1	5.486	10.489	.002
	Within Groups	61.714	118	.523		

The table 4 indicates that the there was highly significant difference observed between levels of fathers education, mothers education level and percentage of previous years marks ie academic achievement. We can also observe from this table that the there was no significant difference found between levels of mothers occupation and levels of fathers occupation.

The influence of gender on parental encouragement of higher secondary school students was studied by Sekar and Mani (2013) [16] lend support to the results of the present study. The results revealed that rural and urban higher secondary students have significantly differed in parental encouragement. The results found that students have average level of parental encouragement.

**Table 5:** Level of Parental Encouragement of college students

Levels	Parental encouragement	
	N	Percentage
High	112	93.3
Average	24	20.0
Low	4	3.3
Total	120	100.0

Table 5 shows percentage wise data of adolescents in parental encouragement. It is clear from the above table that majority of adolescent's falls in high level (93.30%) of parental encouragement. Overall parental encouragement is beneficial for student academic outcomes. Parents have unique position to influence the student and some important purposeful relations contains encouragement, daily routine, and discussion of students in regular basis, praise, warmth, limit

setting, and intellectual stimulation.

According to Sekar *et al.* (2013) [16] everyone is indebted to many people who played inspirational roles in shaping their lives. People who get encouragement at the right time, and motivation aim higher and achieve more. However, the greatest motivators and role models of children are the parents. When parents are educated and ambitious, children also imitate them and develop a high degree of achievement drive. Strong and supportive parents contribute to the growth of strong and success oriented achievement drive in their children. Garg *et al.* (2002) [6] stated that positive family climate and parental encouragement foster a positive academic self-schema. Parents can provide encouragement and support for their children in various ways. They do not have to be rich or wealthy to offer encouragement and support in their children's learning process. Zhou *et al.* (2005) suggested that parents who closely supervise and monitor how and when their adolescents spend their time or who their friends are, in fact are indirectly exerting influence and presenting encouragement to their children in their learning process.

Bashir and Majeed (2016) [3] revealed that there is a significant positive correlation between parental encouragement and achievement motivation of female adolescents. Further, the study revealed that government and private adolescent girls significantly differ on achievement motivation and parental encouragement. Further, it was also found that adolescent girls of private schools have found higher achievement motivation and parental encouragement when compared with adolescent girls of government schools.

**Table 6:** Relationship between demographic variables and parental encouragement of college students

	Locality	No of siblings	Fathers education	Mothers education	Fathers occupation	Mother occupation	Parental encouragement
Locality	1						
No of siblings	.000	1					
Fathers education	.000	.057	1				
Mothers education	.000	.255**	.047	1			
Fathers occupation	.000	-.204*	.161	.268**	1		
Mother occupation	.000	-.390**	.144	.422**	.306**	1	
Parental encouragement	.000	-.062	-.348**	.309**	.085	.089	1

**Table 7:** Relation between parental encouragement and academic achievement

Parental encouragement	Academic achievement
	0.286**



We can see in table 6 significant difference was found between father's education and mothers of adolescents on composite score on parental encouragement. Therefore, the hypothesis which states that, we could observe from table that there is significant association between fathers and occupation. As the education increases the level of thinking, bringing up children towards education becomes positive. In contrary conditions there may be reason for this result is that rural adolescents belonging to poor and low-socioeconomic status, their parents are mostly illiterate or less educated and are mostly associated with farming and laboring, therefore rural parents don't encourage their children toward education. Sudhakar and Nelliypen (2016)<sup>[18]</sup> revealed that the parental encouragement and academic achievement was almost similar among high school students. It was also found that significant positive correlation was found between the academic achievement and parental encouragement of high school students. Bhawna and Kaur (2015)<sup>[4]</sup> revealed that there was positive correlation was found between academic achievement and parental encouragement. The results also indicated that parental encouragement significantly contributes in the academic achievement of students. Further, it was also found that there was significant difference between male and female students on academic achievement. It is usually said that parents are the first teachers of their children and family is their primary school.

### Conclusion

Adolescents had high level of parental encouragement and significant association was found between adolescents in their parental encouragement. So parents should provide them a supportive, responsive and congenial environment at home so that the children feel free to share themselves and also to seek guidance for the difficulties which they experience in their learning process. The parents should be aware about the strength and weakness of their child so that they may not expect beyond the potential of their child. This will also help them to develop level of educational aspiration.

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